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ABSTRACT

This two-year evaluation study reviews the Perach Tutorial Project, a one-to-one tutorial project in Israel in which university students tutor children in socially disadvantaged areas in return for a partial tuition scholarship. The report contains: (1) an introduction; (2) a detailed description of the operation and structure of the project; (3) the methodological approach and research instruments employed; (4) the results of the cognitive and affective measures used to examine project impact, subjective reports of change, and results of measures of satisfaction; (5) data related to project implementation; (6) a discussion of project administration; (7) summaries of findings; (8) a discussion of findings; and (9) a list of recommendations for improvement of the project. Appendices include: all measures used in the study; tables of cognitive and affective test results; descriptions of several child-tutor pairs; sample letters from children, parents, and school staff; and a discussion of major methodological difficulties encountered. (MP)

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PERACH TUTORIAL PROJECT

A Tutorial Project for Disadvantaged Children

An Evaluation of the Perach Project

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April 1980

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The Hague, Holland

PREFACE

This two-year evaluation study was funded by the Bernard Van Leer Foundation of Holland. Some of the findings presented in these pages were brought earlier in Interim Report No. 2 which was submitted to the Bernard Van Leer Foundation and the Perach Management in October 1978. For the sake of completeness and to obtain an overall impression of the project, sections of that report appear here in adapted form.

The research team which carried out this study might be considered a semi-independent body. The different members of the team were hired by the project management and, throughout the study, worked alongside them at the Weizmann Institute of Science. However, they were involved solely in the evaluation and at no time, either prior or during the study, were involved in the project in any other capacity.

ACKNOWLEDGEMENTS

We would like to express our gratitude and appreciation to all those who assisted us at the various stages of our work: to Dr. Roni Attar and Ruth Attar, initiators of the project, who at all phases of this study gave freely of their encouragement, time, and ideas; to Prof. Chaim Harari and Dr. David Nevo who, each in his own way, helped us with the evaluation plan; to Prof. Arieh Lewy, Dr. Yosef Goldstein, Dr. David Harmon and Prof. Ron Shuval who provided advice and ideas for the construction of the research instruments; to Yette Solomon for statistical advice; to Hila Zweig for computer assistance, and to Judy Malkosh for typing.

We wish to express our thanks to the Ministry of Education officials who added their support and encouragement to our task, and to all the school principals, teachers and counsellors who gave their full cooperation to the research workers who came to test in their schools. In addition we would like to thank the Weizmann Institute of Science for its outstanding services; to Prof. Shmuel Shaltiel, Dean of the Feinberg Graduate School and to Prof. Maxim Bruckheimer, Head of the Science Teaching Center for their support of Perach and indirect support of our study.

Finally, we would like to extend our thanks to all of the Perach managers, coordinators, tutors and children who gave of their time to our task of data collection. A special thanks must be given to all of those who worked side by side with us at the Perach Central Office during this two year period and who gave us their assistance, support and cooperation at all times: to Amos Carmeli, Project Director; to Sachi Lahav, Osnat Mazouz, Malka Kaminsky and especially to Idit Shapira whose help to us was invaluable.

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I. *INTRODUCTION*

One of the main keys to success in modern society is education. The school system acts as a selection agency by which those passing most successfully through its various stages earn the right to society's rewards. In other words, the extent and type of formal education an individual receives directly influences many aspects of his later life as an adult, including his occupation, income, values, and social status.

In societies which ascribe to egalitarian ideals, education is available to all individuals. Providing an equal opportunity for acquiring an education to all is, however, not a simple task. Due to poor economic and social conditions in their homes and neighborhoods, many children begin first grade already lacking the motivation, skills and knowledge essential to success in school. These children have been labeled as "disadvantaged" since their family and social environment has placed them at a disadvantage in the competition for academic rewards by failing to prepare them for the mode and pace of instruction in school.

From the start, there exists an achievement gap between the disadvantaged child and his advantaged counterpart. Whether this gap widens with time has been a subject for debate,[1] nevertheless its significance cannot be downplayed. Continually lagging behind the others, the disadvantaged child becomes discouraged in school, acquires a disdain for school-related matters, tends to drop out of school at the first opportunity, and as an adult remains in society's lower rungs. In this manner much human potential goes to waste.

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[1] See Coleman 1973; Lewy and Chen, 1977; Adler *et al.*, 1975.

In an attempt to compensate the disadvantaged and enable them to utilize their abilities, numerous educational programs and approaches have been tried out in the schools.[2] The various efforts have included programs for pre-schoolers, the development of special curricular materials and pedagogical approaches, the reduction of class size, longer school hours, and remedial help. All of these steps have been aimed at improving the disadvantaged child's basic skills and providing him with a suitable learning environment.

As in many countries around the world, educators in Israel have taken on the challenge of closing the achievement gap using various means. The subject of this report is the evaluation of one of these attempts: the Perach Tutorial Project.

In the framework of the Perach Project, university students all over Israel help disadvantaged school children on an individual basis. Through the establishment of a close personal relationship with a child, a tutor is expected to increase his motivation to learn and to take a greater interest in himself and his surroundings. The major emphasis of the project is academic, however the goal is not purely to "teach" the child in the strict sense of the word, but to motivate him and change his attitudes towards learning and self-betterment. Improved academic performance as well as a more positive sense of self are hoped to provide the child with the necessary tools and desire to remain in school and to work towards becoming a productive member of society.

---

[2] Although much work has been done on trying to up-grade the socially disadvantaged through educational programs, little progress seems to have been made. Indeed, the whole area of whether or not it is even possible to up-grade the socia-ly disadvantaged vis-a-vis educational programs has been the subject of much debate (Adler *et al.*, 1975; Coleman, 1973; Jencks, 1972 and Jensen, 1969).

Purpose and Structure of Report

The charge given to the evaluation team was to evaluate all aspects of the Perach Tutorial Project. A study was subsequently undertaken which was comprehensive in scope, the purpose of which was to provide information to serve both decision-making with regard to improvement of the project during the process of its development, and accountability with respect to the project's impact. Three major questions were addressed:

1. Were the goals of the project being achieved? In other words, could any cognitive, affective or behavioral changes be detected in children having received tutoring under the Perach Project?
2. Was the project being implemented as intended? Investigated were such questions as how often did tutors meet with the children, what were the nature and duration of these meetings, for what reasons did tutors and pupils drop out of the project, and were expectations of both tutors and children being met.
3. Was the administrative structure organized for efficient management of the project? Of interest here was whether the existing administrative arrangements were adequate for dealing with the daily functioning of the project, and what were the particular problems facing management at this stage of project development.

As in most comprehensive evaluation studies of this kind, the number and variety of informational sources were many. Data were gathered on samples of children, tutors, teachers, school principals, parents, project coordinators and project managers using various questionnaires, cognitive tests, administrative forms, observations of meetings and activities, and interviews. These different sources provided information for multiple purposes and in some cases several sources of information were tapped for answers to a single question. As issues are addressed throughout this report, relevant data from all sources are presented and summarized.

The report is structured as follows:

Chapter II, the next chapter, describes in detail the operation and structure of the project.

Chapter III describes the methodological approach and research instruments employed to collect data.

Chapter IV presents the results of the cognitive and affective measures used to examine the impact of the project and in addition subjective reports of change are presented as well as the results of measures of satisfaction.

Chapter V presents data related to project implementation, i.e. the tutors' work with their children.

Chapter VI discusses project administration, giving a description of the major administrative tasks and a discussion of the difficulties existing in carrying them out.

Chapter VII summarizes the findings presented in preceding chapters.

Chapter VIII discusses the findings.

Chapter IX lists recommendations for improvement of the project.

A number of appendices appear which include translations from Hebrew to English of all measures used in the study, tables reporting cognitive and affective test results; descriptions of the work of several child-tutor pairs, a sample of letters received by project management from children, parents and school staff; and a discussion of major methodological difficulties encountered in carrying out this study.

II. A DESCRIPTION OF THE PERACH PROJECT

Perach is a one-to-one tutorial project in Israel in which university students tutor children from socially disadvantaged areas in return for a partial tuition scholarship. The idea is that the tutors, acting as positive models, will motivate the children to succeed in school and will help them begin the process of realizing their potential.

The possibilities of the program were realized after a two-year piloting (1972-74) at the Weizmann Institute of Science in Rehovot during which about 50 university students and staff voluntarily worked with disadvantaged children in the area. The following year about 70 university students worked with children living in the communities of Bet-Shemesh and Yavne. Subjective impressions of the gains made by these children were extremely encouraging. Therefore, in 1976-77, Perach expanded, operating from all universities in the country. During that year 900 students participated. This number more than doubled during the 1977-78 school year with about 2200 students in the project and in 1978-79 the number of tutor-child pairs reached approximately 3000. The projected goal is to eventually have at least 10,000 students individually paired with children from socially disadvantaged areas (Attar, 1978).

Since its inception, the basic philosophy and operating procedures of Perach have remained fairly constant, despite the fact that the project is still in the stage of development. The description presented below of the major aspects of the project gives a general picture of the operation of Perach during the two years in which the present study was conducted.

Selection of Children

The Perach project operates through the school system. Schools are selected which : 1) are classified by the Ministry of Education as being socially disadvantaged [3], 2) have indicated a willingness to participate in Perach and 3) are relatively close to a university or otherwise easily accessible to tutors.

Perach is designed to work with the top one-third of the children in Grades 5-9 in disadvantaged schools who, in the opinion of their teachers and school counsellors, are of at least average intelligence and could benefit from a tutoring activity. A special effort is made to concentrate on the pre-adolescent years, for it is felt that it is during these years that the greatest benefit from the tutoring activity can be realized (Attar, 1977). Also, since the tutoring activity does not necessarily take place in the child's home, it is not possible to expect younger children to travel alone in order to meet a tutor.

Teachers are requested to fill out an assessment form for each child they recommend to Perach which includes information concerning the child's ability, achievement, motivation and family background. (See Appendix A3). With this information and in consultation with school principals and counsellors, a list is composed of suitable candidates for tutoring. The children are also interviewed either at school or in their homes. Thus, children are selected for Perach on the basis of both teacher impressions and the impressions obtained on the child and his home environment through the interviews. Selection, however, does not guarantee participation: that depends upon the availability of tutors.

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[3] The Ministry of Education classified schools as being socially disadvantaged based upon three criteria : the level of scholastic achievement in the school, socio-economic data, and the credentials of the teaching staff. Approximately 50% of all schools in Israel are classified as being socially disadvantaged (Kaniel, 1971).

Selection and Matching of Tutors

In principle any university student can become a Perach tutor. No special training or background is formally required, just an expressed interest in helping a disadvantaged child. Nevertheless, potential tutors are interviewed by local project workers in order to assess their motives for participation and to filter out those students who appear unsuitable. A student who is selected then signs a contract stating that if he meets his child a minimum of twice a week [4] for two hours each session, throughout the school year, he will receive a partial rebate on his university tuition.[5]

It should be noted that from a financial point of view, Perach is a poor choice for a part-time job. This is usually pointed out in the interview, and the fact that a student still wants to participate in Perach is taken as a sign of his desire to help others.

Several factors are taken into consideration during the process of matching the children with the tutors. First of all, the locality of the tutor's home and child's home is taken into account. Secondly, insofar as the tutor is expected to serve as a positive role model for the child, an effort is made to match them on certain variables which would facilitate identification. For example, tutors and children are usually of the same sex, children from religious homes are matched with religious tutors, and Arab school children are matched with Arab tutors. Finally, a tutor may be matched with a child on the basis of his or her interest in that child's particular academic, social or emotional difficulties.

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[4] Children living in areas far from the universities meet their tutors only once a week for a total of four hours.

[5] The size of the rebate has varied somewhat from year to year. In 1977-78 it constituted 40% of university tuition, while in 1979-80, it will cover approximately 60%.

Nature of the Sessions

Other than the requirement that the tutor and child meet twice a week for two hours each time, there are no formal demands made of the tutor with respect to the tutoring activity. The management of Perach does not dictate the content, format or locale of the tutoring sessions. With the exception of the first "official" meeting which is to take place in the child's home to enable the tutor to see the home environment, the locale of meetings is determined by the pair on the basis of mutual convenience.

Although Perach is defined as a tutoring activity, the tutor is not obligated to teach the child or help him with homework during these sessions. He is expected to advance the child in school, but he determines the manner in which he works towards this goal. In some cases the tutor may study with the child, in other cases the tutor may concentrate on the affective problems of the child, and in other cases a combination of these two approaches may be taken. Occasionally, a tutor may decide to "broaden the horizons" of the child by taking him to museums, concerts, etc. and by reading newspapers or other materials with him.

Tutor Guidance

The guidance provided the tutors is, in principle, minimal.

Once a month the tutors collectively meet with their coordinators and discuss their activities. Stated problems are often found to be in common with others in the group. During these meetings the coordinator often arranges for an outside expert to discuss topics of common concern, and to provide counsel to tutors on individual problems.

At most universities professors in the Departments of Education, Psychology and Social Work have availed their services to tutors who wish to consult them about particular problems.

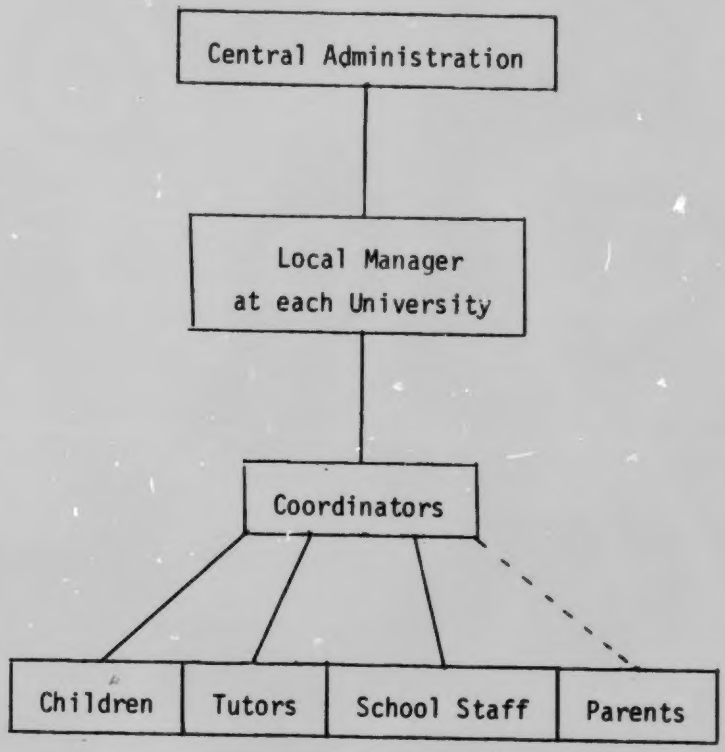
In addition libraries and game rooms have been organized at each center in order to provide educational materials and ideas for tutoring sessions to the tutors.

Administrative Structure

Administration of the Perach Project is arranged in a hierarchical structure in which a Central Administration is subordinated by local project managers at the seven universities. Each local manager, sometimes aided by an assistant manager, is responsible for anywhere from 7 to 25 coordinators, who in turn each supervise the activities of approximately 30-50 tutors active in 1-2 schools. (See Figure 1.) Workers at all levels, other than in the Central Administration, are students.

At the local level Perach is affiliated with the university student organization, which provides Perach with office space and facilities. Although workers are in reality hired and paid by Perach, payment of the salaries and expenses are administered through the student organization.

Figure 1: Basic Administrative Structure of the Perach Project


Central Administration
Local Manager at each University
Coordinators
Children
Tutors
School Staff
Parents

The Central Administration of Perach is made up of three formally defined roles: director, coordinating manager, and executive secretary. Together they are responsible for the main financial and administrative functioning of the project, which includes coordination of activities on the national level, solicitation of funds, organization of the hiring and training of workers, bookkeeping and record keeping.

The daily operation of the project is carried out at each university by the local project managers and a number of coordinators. Each manager is responsible for the overall functioning of the project at his center and meets semi-monthly with the other managers and the Central Administration to plan and coordinate Perach activity on the national level. At his university, the duties of his job include the selection of the schools in which Perach tutors will work during the year, publicity of the project on campus, recruitment of tutors, supervision of the work of his coordinators and maintaining contact with university officials and staff as well as with officials of the local student organization. Once a week he is expected to meet with his coordinators in order to discuss administrative and financial matters, the problems of daily operation of the project and the planning of special events for tutors and children.

Coordinators are responsible for the operation of the project within the specific schools. Their duties include maintaining contact with the schools throughout the year, matching tutors with children, supervising the tutor-pupil pairs throughout the school year, maintaining a file for each pair, and conducting regular monthly meetings with the tutors. The job of coordinator is perhaps the main role on which the smooth functioning of the project rests, since it is the coordinator who maintains regular contact with the schools, tutors, children and parents as well as with the local management.

Monies

There are two major parts of the Perach budget: the daily operating fund and the scholarship fund. Monies for both are provided by a variety of public and private sources, both in Israel and abroad.

The funds for the day-to-day operating budget are used for the salaries of the coordinators, local managers, Central Administration and the evaluation team, and for the reimbursements of the expenditures incurred by the students during their tutoring activities. These funds are contributed by the Ministry of Education and the Bernard Van Leer Foundation.

Concerning the funding of scholarships, Perach provides one-third to one-half of the student scholarships through contributions received from the Van Leer Foundation, the Council for Higher Education, the Jewish Agency and other bodies. The remaining scholarships are contributed by the individual universities.

III. METHODOLOGICAL APPROACH AND RESEARCH INSTRUMENTS

Achievement tests and a personal questionnaire were used to furnish objective measures of some of the changes which may have taken place in the children as a result of the Perach project. In addition, a variety of other methods were employed to gather information of a subjective nature as well as to provide data enabling an evaluation of project implementation and administration. All of these methods and measures are described in detail below.

A. Testing of Children

Design

In order to examine the effectiveness of the Perach Tutorial Project, samples of children participating in the project were examined during the 1977-78 and 1978-79 school years in a number of cognitive, affective and behavioral areas. Comparisons were made to equivalent groups of children who did not receive tutoring. A pretest - posttest control group design was employed in which both experimental and control groups were tested twice. Changes observed in the experimental group were attributed to participation in the project.

For the 1977-78 school year, testing took place in February and June. Since the evaluation team was assembled only in December 1977, there was insufficient time to plan the study, construct the research instruments and select study samples to enable an earlier "pre" testing for that year. The data collected during this first year yielded some initial impressions regarding the effects of the project and also enabled a polishing up of the measurement tools for usage during the following year.

For the 1978-79 school year, testing took place in September and June. The sampling techniques used to create the 1978-79 samples differed somewhat from those employed for the selection of the 1977-78 samples. Reasons for these changes were several and derived in part from the difficulties encountered during test administration in the first year, in part from the fact that initial testing during the second year was held before children were assigned tutors, and in part because of some changes in Perach policy.

The measures which were employed to test the children are described below, followed by details regarding the selection of samples for both school years.

Research Instruments

Cognitive Measures. Since one of the central goals of the Perach Tutorial Project is to raise the level of achievement in school of disadvantaged children, it was decided to examine the performance of these children in a number of school subjects as measured by achievement tests. Originally, the plan was to measure achievement at each grade level in the major study areas: mathematics, reading comprehension, English and Bible. In addition, one General Knowledge Test consisting of items in geography, citizenship and science was constructed for administration to the seventh, eighth and ninth grades.

This plan was indeed carried out during 1977-78. However, on the basis of the test results from that year as well as the finding that tutors tended to concentrate on mathematics, English and reading, it was decided not to test in Bible or general knowledge during the second year.

The Bible, reading comprehension and English tests were directly adapted from standardized tests constructed for the Israeli Ministry of Education.[6] The General Knowledge Test consisted of a selection of questions from various achievement tests also prepared for the Ministry.

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[6] See A. Lewy and M. Chen, *Tests for the Fourth through Sixth Grades*. Israeli Ministry of Education and Culture, Pedagogical Secretariat (Jerusalem) 1971; A. Lewy *et al. Achievement Tests for the Seventh Grade*. School of Education, Tel Aviv University (Tel Aviv) 1972; C. Adler *et al. Evaluation Instruments for the Eighth Grade*. Tel Aviv University and the Hebrew University, 1973; and C. Adler *et al. Evaluation Instruments for the Ninth Grade*. Tel Aviv University and the Hebrew University, 1974.

The examinations in mathematics were made up of items from tests of the Educational Testing Service and similar surveys used in the U.S.[7], as well as from achievement tests prepared for the Ministry. Subject matter specialists were consulted with regard to the content of the tests, the format and wording.

It was decided to divide the mathematics, reading comprehension and English tests into sub-areas. In mathematics, for example, questions dealt with the sub-areas of fractions, whole numbers, properties, word problems and algebra.

The tests varied in length from 22 to 32 items and all questions were of a multiple choice type. It should be noted that most test items reflected material included in the curriculum of the particular grade level, however, anchor items existed enabling comparisons across grades.[8]

In January 1978, the tests were field-tested in two classes at each grade level in schools officially classified as socially disadvantaged. The purpose of the pilot test was to obtain difficulty indices, and average completion times. Students were allowed to ask questions during the test so that the testers could discover which items needed to be reworded or were particularly difficult. Appropriate revisions were then made. As a result of this piloting, it was decided not to test English in the fifth grade since the students had only just begun to study this subject.

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[7] *Michigan, Fourth and Seventh Grade Student Performance in Mathematics, 1970-76.* Michigan Council of Teachers of Mathematics : Birmingham, Michigan.

[8] Because of the inavailability of previously constructed tests, no Bible test was developed for the seventh grade, and likewise no General Knowledge test was constructed for Grades 5 and 6.

Table 1

Cognitive Tests: Reliability Coefficients

(# of items/test)
(Cronbach α reliability)
(n on which α is based)

	SUBJECT				
Grade	English	Math.	Reading	Bible	General
5		24 .90 40	30 .83 39	32 .80 33	
6	26 .83 68	29 .85 70	30 .80 83	30 .76 71	
7	31 .91 49	29 .87 66	29 .86 72		25 .82 25
8	25 .91 29	27 .82 34	29 .72 39	30 .79 29	25 .61 30
9	30 .92 23	27 .91 32	22 .78 29	30 .75 30	25 .88 26

Cronbach α reliability coefficients which were calculated from data gathered during the first testing of the study groups in February 1978 are presented for each test in Table 1. Sample questions are presented in Appendix A1.

Affective and Behavioral Measures. A central aim of the Perach Project is to increase the motivation and self-confidence of the disadvantaged child. In order to investigate whether changes have occurred in these spheres a personal questionnaire was constructed consisting of several sections, each intended to examine a different area.

In the realm of motivation, two main areas were examined: (1) educational and occupational aspirations and (2) participation in extracurricular activities. It was assumed that greater motivation to learn and to achieve would lead to the setting of higher goals. Also, increased interest and desire to achieve would lead to a greater degree of activity as might be observed in greater participation in organized activities both within and outside the school.

With respect to self-confidence a number of variables were investigated including: (1) the child's self-concept as a student, family member, social being and individual, (2) his attitude towards school and (3) his attitudes towards society. It was hoped that as a result of personal contact with the tutor and an increase in achievement, the child's self-concept would become more positive, he would be more satisfied in school, and he would acquire a greater sense of identification with the society as a whole rather than with his particular ethnic group.

Items in the personal questionnaire, when not composed by the evaluation team, were adopted from two sources. The Tennessee Self-Concept Scale[9] provided most of the items measuring the student's self-concept as family member, social being and individual. In the areas of aspirations, self-concept as a student and attitudes towards society, many questions were adapted from a personal questionnaire used in a longitudinal study of the junior high schools in Israel.[10] Items selected from these measures were used on the basis of their high degree of reported reliability and validity. Specialists in the fields of psychology and education were consulted on the final form of the complete questionnaire.

The questionnaire was piloted in two classes at each grade level (5 through 9) in socially disadvantaged schools. The purposes of this piloting were to identify ambiguously worded questions and to determine the best construction of answer possibilities. The distribution of answers for each item was examined as well as the intercorrelations between items in sub-tests. Accordingly, revisions were made.

As mentioned, the personal questionnaire was designed to measure a number of different subjects. Each student was to be assigned a score in each area which was to be the sum total of his responses on the relevant items for that area. In order to test the reliability of these different sub-tests, the items in each area were first submitted to factor analysis (using the data from the first testing of the 1977-78 study samples). All items which did not have a factor loading of at least .30 on a factor

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[9] This scale was constructed by William H. Fitts in 1964 and translated into Hebrew in 1976 by Professor Yaakov Frankel of Bar-Ilan University, Ramat Gan, Israel.

[10] See C. Adler *et al. Evaluation Instruments for the Eighth Grade*, Tel Aviv University and the Hebrew University, 1973.

Figure 2

Indices Created from the Personal Questionnaire

Area	*Index*
Self-concept	General
	Family
	Social
	School - academic subjects
	School - non-academic subjects
Attitudes toward school	Academic satisfaction
Extracurricular activities	Participation in
Attitudes toward society	Ethnic group identification
	Patriotism
Aspirations	High school matriculation
	General

were eliminated from the calculation of scores in that area. Next, Cronbach α reliability coefficients were calculated. Each index which had a coefficient greater than .35 was used to compare experimental and control groups. In total eleven indices were created. (See Figure 2.)

A listing of the items making up the indices and reliability coefficients is presented in Appendix A2.

In addition to these 11 indices, four additional variables were looked at during 1978-79 which had not been measured during the preceding year: 1) *classroom participation* - the extent to which the child feels he participates in class, 2) *homework* - the extent to which the child feels he comes prepared to class each day, 3) *popularity* - the extent to which the child perceives he is liked by his classmates, and 4) *books* - the number of books read by the child during the previous month.

The classroom participation and homework variables provided additional measures of the child's attitude towards school, the popularity variable was another measure of self-concept and the books variable was considered another measure of extracurricular activity. Each of these variables was a single-question measure.

Sampling Procedures

Experimental Group (1977-78). In December 1977, the figures showed that approximately 2,200 children were participating in the Perach Tutorial Project. For the most part the children were in the 5th through 9th grades, attending either elementary or junior high schools in or around the major urban areas in Israel. Most schools were secular as opposed to religious, and Hebrew language schools as opposed to Arabic language ones.[11]

In selecting the experimental sample from this population, it was decided, first of all, to insure the inclusion of students at all grade levels from the 5th to the 9th grades, since these grades constituted the target population of the project and the overwhelming majority of participants were indeed in these grades. Secondly, it was decided that a proportional representation of students by university was desirable so that a broad regional representation of Perach participants would be obtained and analysis by administrative units would be possible. Finally, only participants in Hebrew language schools were selected for the sample since it was deemed impractical at this time to create measures in two languages. (Participants in Arabic language schools constituted less than 15% of the project population).

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[11] It should be noted that there are two public school systems in Israel, one Hebrew language and one Arabic language. The Hebrew language state school system is further divided into secular and religious branches.

The fact that participants in the Perach Project were dispersed over a large number of schools (111 schools) made stratified random sampling impractical. In order to keep the number of schools in the sample at a minimum, it was decided to sample classes rather than individuals according to the criterion that a class would be included in the sample if at least five students in it were participating in Perach. By this method a sizeable group of students could be tested at one time.

It was necessary to add to the sample additional classes not meeting this criterion in order to have a fair representation of all grade levels from each university center. To accomplish this, and so as not to increase the number of schools in the sample, other classes in the same schools were added. Where it was necessary to include other schools in order to round out the distribution, schools were selected so as to insure representation of schools of all sizes, and religious schools.

An experimental group of approximately 466 pupils was formed.[12] Of the schools in which Perach operated during the 1977-78 academic year, 40 (36%) were represented in the experimental group.

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[12] Originally, about 600 children were in the experimental group, however, due to attrition during the second testing this number was drastically reduced. This high attrition rate was only partially due to pupils not being in school during the time of the second testing. The main reason for the high rate was the fact that certain administrative difficulties resulted in several schools not being tested at all the second time.

Control Group (1977-78). In the formation of a control group for 1977-78 the aim was to select children who met the selection criteria for participation in Perach but who did not have tutors.

Project coordinators in the universities were supplied a list of the children included in the experimental group in their area and were given instructions to find a comparable control group with respect to grade level and school type. In building the control group along these lines, the coordinators were expected to first turn to the pool of students recommended to Perach but not assigned a tutor because of a shortage of tutors. If the coordinator was unable to construct a control group of sufficient size in this manner, he or she was requested to find pupils meeting the selection criteria of Perach, first in other classes in the same schools included in the sample, and then in other schools similar to the experimental group schools (e.g. religious or secular, elementary school or junior high school, disadvantaged area or integrated area).

A control group was formed of approximately 334 pupils who were attending 40 schools.[13] In all of these schools tutors from Perach were working, and all but two of these schools had provided pupils for the experimental group.

Experimental Group (1978-79). During the summer of 1978, plans were set by the Perach Central Administration together with the local managers for operation of the project during the approaching school year. Preparations were made to operate about 4,000-5,000 tutors. Tutors were to be assigned children from approximately the same schools as in the previous year. The main idea was to provide tutors for all the children needing one in schools in which Perach was already established before branching out into new schools. Administratively, this was considered the simplest way to organize. Moreover, results from interviews with teachers carried out during the 1977-78 school year (see p. 71), indicated that when Perach entered a class in relatively large numbers (i.e. more than 5 children having tutors), there was a positive effect on the class as a whole.

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[13] As in the experimental group, there was attrition in the control group. Approximately 400 pupils were originally tested.

In addition a decision was taken to concentrate mainly on children in Grades 5-7. The general feeling based on impressions and partial research results was that the children in these grades would benefit more from the tutoring activity than those in Grades 8 and 9.

Given this state of affairs, the research team decided to test in fewer schools than in the previous year and only in Grades 5, 6, and 7. Local managers were requested to present a list of the schools in which they intended to work. From each university, schools were selected for the sample in consultation with local managers taking into account which schools were representative of the "average Perach" school, which schools would cooperate with the researchers and for which schools a suitable control group could be found.

According to the research design, children were to be tested in September 1978, that is, before they were to begin meeting with their tutors. Since at the time of testing the local managers only knew which classes would be involved with Perach but did not know exactly which children would be receiving tutors, whole classes had to be tested. As children were assigned tutors during the school year, they became part of the experimental group.

An experimental group was formed of 243 children in 44 classes. Of the 98 Hebrew language schools in which Perach tutors worked during the 1978-79 school year, 19 (or 19%) were represented in the sample.[14]

Control Group (1978-79). As stated above, during the 1978-79 school year, the directive to local managers was to go into schools in large numbers. Since all the children requiring tutors in these schools were to receive one, it was not possible to select a control group from the same classes, let alone the same schools, as the experimental group. Hence, it was decided to choose the control group from schools similar to the schools in the experimental group, but in which Perach did not operate at all. "Similar" was defined as having the same percentage of disadvantaged children, comparable ethnic make-up of student population and located in the same or very similar area. In Haifa there was some difficulty finding comparable schools. As a solution the local managers at the University of Haifa and the Technion agreed to assign tutors to children in only some of the classes in a school. Thus, in the same school some classes were part of the experimental group, while other classes at the same grade levels provided children for the control group.

Once classes were selected in the control group schools, the classroom teachers were requested to recommend children who needed tutoring on the basis of standard Perach criteria. Like the teachers in Perach schools, they were asked to fill out the Teacher Assessment Form for each child recommended. Whole classes were tested as was done for the experimental group. The tests and questionnaires of the children who were recommended were separated from the rest for the study.

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[14] The attrition rate between testings was only 8%. Approximately 265 children were in the experimental group before the second testing.

A control group was constructed of 193 children from 26 classes in 15 schools. Five of these schools also provided the classes from which the children for the experimental group were selected.[15]

Comparison of Experimental Group, Control Group and Total Population. In order to determine how representative the research samples were of the total Perach population as well as to determine how well matched they were to each other, comparisons were made among the three groups for 1977-78 and 1978-79, respectively, on information obtained from the assessment-recommendation form filled out by the children's teachers at the start of the school year. Since only the Hebrew language schools in Perach were sampled, comparisons were made to the total population of participants from these schools.

With respect to grade level one can see from Table 2 that some differences did exist among the total Perach population (T), the experimental group (E), and the control group (C) for the 1977-78 study groups. Although statistically significant (using X^2, $\alpha = .05$), the differences when examined closely are not really very great and proportions remain quite similar across groups.

It should be recalled that no attempt was made to represent Perach by grade level in the selection of the 1978-79 samples. Instead intentions were to concentrate on Grades 5-7, namely those grades in which the greatest number of Perach participants were expected. Looking by grade level at the total 1978-79 Perach population, one finds that 78% of the children were in Grade 5 (22%), Grade 6 (34%) and Grade 7 (22%), hence justifying the decision to sample children only in these grades.

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[15] Originally 236 children were in the control group. The attrition rate between testing was 18% for this group.

Table 2

Distribution by Grade Level (1977-78)%

Grade	T	E	C
5	15	13	11
6	30	35	29
7	24	23	26
8	18	17	19
9	8	12	15
Total %	95 *	100	100
n	1518	466	332

* About 5% of the children in Perach were in other grades.

With respect to background variables as sex, ethnic background, year of father's aliyah[16] and number of siblings (Tables 3 and 4), no statistically significant differences were found between E and C for both years of the study. The total population was found to be somewhat different from the two samples with respect to ethnic origin and father's year of aliyah in 1977-78 and with respect to father's year of aliyah in 1978-79 (significant at the α = .05 level).

Looking at the teachers' assessments of the children's academic standing, potential, persistance, social adjustment and classroom behavior, one finds no statistically significant differences between E and C for either years. Comparing the research samples to T, one finds no differences in 1977-78. However, in 1978-79 children in the total Perach population are rated slightly lower in academic standing and slightly worse in behavior than either E and C. (See Tables 5 and 6.)

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[16] "Aliyah" is the Hebrew term for immigration to Israel.

Table 3

Comparison of T, E and C on Background Data (77-78)%

	T	E	C
Sex			
Male	55	51	55
Female	45	49	45
Total	100	100	100
n	1504	466	344
Country of Father's Origin			
Israel	6	9	8
Middle East, North Africa	83	73	70
Europe, America	11	18	22
Total	100	100	100
n	1475	450	278
Year of Father's Aliyah			
Before 1947	13	8	9
1947 - 1951	34	44	45
1952 - 1969	42	39	40
1970 - 1978	11	9	6
Total	100	100	100
n	1244	319	210
Number of Siblings			
0 - 1	10	8	11
2 - 3	36	38	43
4 - 5	29	34	24
6 - 7	15	13	13
8+	10	7	9
Total	100	100	100
n	1432	434	250

Table 4

Comparison of T, E and C on Background Data (78-79)%

Sex	*T*	*E*	*C*
Male	58	53	49
Female	42	47	51
Total	100	100	100
n	2613	196	195
Country of Father's Origin			
Israel	8	8	12
Middle East, North Africa	82	84	77
Europe, America	10	8	11
Total	100	100	100
n	2518	190	184
Year of Father's Aliyah			
Before 1947	14	12	16
1947 - 1951	37	36	48
1952 - 1969	42	47	27
1970 - 1978	6	5	9
Total	100	100	100
n	1975	144	139
Number of Siblings			
0 - 1	11	8	14
2 - 3	39	38	44
4 - 5	27	33	22
6 - 7	14	12	12
8+	9	9	8
Total	100	100	100
n	2416	187	168

Table 5

Comparison of T, E and C: Teacher Assessment (1977-78) %

	Academic Situation			Potential			Persistance			Social			Behavior		
	T	E	C	T	E	C	T	E	C	T	E	C	T	E	C
Very good	3	3	3	6	7	7	8	8	7	10	11	11	49	47	54
Good	14	15	16	32	32	26	32	36	30	39	40	44	25	29	22
Average	53	53	51	49	49	47	37	36	41	41	41	37	18	17	15
Bad	24	24	25	12	11	18	18	18	19	9	7	7	7	6	8
Very bad	6	5	5	1	1	2	4	2	3	1	1	1	1	1	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
n	1476	444	301	1482	448	303	1471	441	301	1479	444	302	1476	442	299

Table 6

Comparison of T, E and C: Teacher Assessment (1978-79) %

	Academic Situation			Potential			Persistance			Social			Behavior		
	T	E	C	T	E	C	T	E	C	T	E	C	T	E	C
Very Good	3	3	4	7	8	8	8	8	6	9	15	13	45	51	57
Good	13	20	10	31	36	22	26	29	23	36	35	38	26	24	20
Average	51	52	60	47	40	49	40	41	51	43	39	40	20	20	20
Bad	26	20	19	13	15	18	21	18	15	10	9	6	7	4	2
Very Bad	7	5	7	2	1	3	5	4	5	2	2	3	2	1	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
n	2588	243	191	2583	239	191	2577	241	181	2562	236	189	2570	241	188

It is concluded from these data that the experimental and control groups appear sufficiently well-matched for the purposes of this study. Moreover, despite the few deviations from the total population, it is felt that both research samples are adequately representative of Perach.

An Additional Comparison Group. In addition to the comparisons made between control and experimental groups, the method of testing used in 1978-79 (i.e. testing of entire classes) enabled comparisons to be made between the experiemntal group and children in the same classes who at one time were assigned tutors during the year, but who dropped out of the project early in the tutoring process. In some ways comparisons made between these dropouts (D) and the regular Perach children resemble more closely the comparisons made in 1977-78 between Perach children and non-Perach children. Like the control group in the first year, the dropouts from the second year sample were in the same schools and classes as the experimental group. Although they did have an opportunity to meet a tutor, most of them, for one reason or another, left the project after a month or so.[17] Thus, one could assume that the contact between child and tutor in these cases was insufficient to yield substantial changes, particularly in the cognitive domain.

A comparison of experimental and dropout groups with respect to teacher assessments and socioeconomic background variables showed these groups to be highly similar on all variables except teacher assessment of potential ability. On this variable the dropouts were rated slightly lower than the experimental group. (See Appendix B11.)

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[17] Reasons for dropping out varied; sometimes it was due to the child, sometimes the tutor and sometimes both. A discussion of the dropouts is presented in Chapter V.

Test Administration

Testing in both 1977-78 and 1978-79 took place in the schools during school hours. Administration of the tests was the responsibility of the local project coordinators and took approximately one hour.

Each student was requested to complete the personal questionnaire and one achievement test. (Only one achievement test was required of each child because of time limitations.) Achievement tests were distributed randomly at the time of the first testing, however in the second testing session, at the close of the school year, students were tested in the same school subject as in the first session.

B. . Interviews

During the 1977-78 school year, structured interviews were conducted with tutored children, their teachers and their parents. Questions were asked about observed changes in the children as a result of participation in the project, satisfaction with the project, its aims, and tutor-pupil meetings.

Sampling was carried out in such a fashion that two children were randomly selected "per coordinator". Each project coordinator was usually responsible for only one school participating in the project. In a few cases, however, schools were small and a single coordinator was in charge of operating the project in two schools. Thus, sampling "per coordinator" meant that two children were selected for the sample from each large school, while only one child was selected from each small school. Sampling was restricted to the Hebrew language schools. Approximately 100 names were drawn.

Project coordinators who did not know the child in question were asked to interview the child, his teacher and his parents according to prepared forms. No coordinator was to interview more than one of these individuals per child, i.e. if a coordinator interviewed the child's teacher, he did not interview the parents or child. Hence, he could not be influenced by previous interviews concerning a particular child. In the end at least partial information was obtained on 83 children.

In addition to the interviews with children, teachers and parents, unstructured interviews were held with a number of school principals whose schools were participating in Perach. The purpose of these interviews was to get impressions of how the principals viewed the involvement of Perach in their schools, to listen to both their positive comments and criticism of the project, to learn about the particular way in which children were recommended for tutoring, and to get a feel for the differences in implementation in the various schools.

C. *Additional Questionnaires*

At various times during the two-year period in which data were collected, questionnaires of different sorts were administered to samples of Perach participants and workers. The measures are described below. Translated examples can be found in Appendices A6 - All.

Postcards

During the 1977-78 school year, pupils were contacted by mail and asked to respond to a short questionnaire printed on a stamped, addressed postcard which they were to return by mail. The main purpose of this activity was to study implementation of the project. However, several questions dealing with satisfaction were also included.

Two slightly different postcard questionnaires were sent out at different times. Throughout the school year a total of approximately 150 postcards were sent at random to pupils participating in the project as a means of monitoring the tutorial activity. (The return rate was 44%, hence the n dropped to 67). At the end of the school year postcard questionnaires were sent to nearly all Perach participants. (The return rate was 46%; 828 postcards were received out of a total of about 1800 which were sent).

Personal Questionnaire (*questions on Perach*)

In 1977-78 the final part of the personal questionnaire (described on pp. 17 and 20) which was administered to the experimental and control samples contained a number of questions pertaining to the Perach project itself. In addition to information about the tutor-pupil meetings, the children were asked about their expectations from the project, the fulfillment of these expectations and their attitude towards their meetings with the tutor.

All children who constituted the experimental group for the objective measures were requested to answer these items (n=466).

Tutor Implementation Questionnaire

This questionnaire was sent to all tutors participating in Perach at the close of the 1977-78 school year. Approximately 1400 questionnaires were received by the investigators, making the return rate about 70%. Tutors were requested to answer questions about their satisfaction with the project, their accomplishments with their tutees, the difficulties they encountered, as well as about aspects related to implementation and personal background.

Tutor, Coordinator and Manager Administration Questionnaires

For the purpose of evaluating administrative matters and probing problematic areas in the operation of Perach, three separate but very similar questionnaires were prepared for tutors, coordinators and local managers. Such topics as recruitment of tutors, pairing of children and tutors, administrative meetings, tutor and coordinator guidance, and work relations were investigated. Questionnaires were sent out in May 1979 followed up by two reminders.

All coordinators, local managers and assistant managers were sent questionnaires. All of the local managers and their assistants (n=8) completed and returned their questionnaires as well as 60 out of 69 coordinators (87%).

The tutor version of the questionnaire was sent to about 10% of all tutors. Stratified random sampling was carried out by school. In other words,10% of the tutors working in each school participating in Perach were randomly chosen (using a random numbers table) and sent this questionnaire. Approximately 290 questionnaires were mailed. Of these 215 (74%) were completed and returned. Given that there were 2403 active tutors at the time of sampling, this means that in all 9.0% of the tutor population was reached.

Tutor Recruitment Poll

Since expansion of the project is one of its key elements, a poll of students was conducted at four universities in December 1978, after tutor recruitment was over, in order to determine the reasons students had not joined Perach. Pollsters were stationed at one or two central locations on campus such as the library or cafeteria and distributed a short questionnaire to all who passed by. In total 558 students filled out this questionnaire.

D. *Observations*

Informal observations were made of a number of tutor meetings, coordinator meetings and manager meetings periodically throughout the two-year period encompassed by this study. In addition the research team attended the seminars held for coordinators at the start of the school year and participated in several training activities held for them during the 1978-79 school year. The purpose of these observations was to accumulate impressions of how Perach functions at the administrative level as well as to detect any problematic areas which would require systematic probing at a later date.

E. Use of Administrative Data

Each year the Perach Central Administration collects and stores a wide variety of data on the children and tutors who participate in the project. These data are gathered by means of various forms which are filled out by teachers, tutors, coordinators, etc. For the purpose of this investigation data were examined from the following sources.

Teacher Assessment Form (Appendix A3)

This form which serves as a recommendation form includes the teacher's assessment of the child's performance in school, ability and special problems as well as background and socioeconomic data on the child. Teachers fill this form out at the start of the school year on the request of project coordinators. The coordinators make use of the information for the selection of children and the pairing of children with tutors.

Data obtained from this form were used in this study to describe the type of children being reached by Perach and to check the representativeness of the samples of children who were tested.

Tutor Candidate Form (Appendix A4)

Each student who wishes to volunteer as a tutor is requested to complete this form. Information gathered by means of this form includes demographic characteristics of the tutor and previous relevant work or study experience. In addition tutors are asked whether they have any preference regarding the type of school (secular, religious, Arab or Druse) or grade level of the child.

The information acquired from this form was used to describe the type of university student who joins Perach as a tutor.

Termination of Tutoring Activity Form (Appendix A5)

This form is completed by a project coordinator when any of his child-tutor pairs ceases to meet. Reasons for termination of the tutoring activity are recorded as well as the dates on which tutoring began and ended.

Information from this form provided data on the dropouts from the project.

Other

Records are kept by the Central Administration concerning the number of meetings tutors held with their children, the granting of full and partial scholarships and attendance at monthly tutor meetings. These records served as one source of information regarding implementation.

IV. *EVALUATION OF PROJECT OUTCOMES*

An evaluation of the outcomes of the Perach Project was carried out in two ways: 1) through the analysis of data collected from cognitive tests and affective measures which were administered to samples of children and 2) through the analysis of information provided by tutors, teachers, parents and children concerning their personal feelings and observations of the effects of the project. Change in the cognitive and affective areas as measured by the tests and questionnaire will be examined first, followed by a presentation of the subjective reports of change. The final section of this chapter is devoted to the topic of satisfaction.

A. *Measures of Change*

As described in Chapter III, achievement tests and a personal questionnaire were administered to samples of Perach children and non-Perach children during both the 1977-78 and 1978-79 school years. During the first year, measures were administered to an experimental group and a control group at mid-year and at the end of the year. Results were intended to provide initial impressions regarding the impact of the project. During the second year, children were tested before tutoring got underway and at the end of the school year. In addition to an experimental and control group, a group of children who were in Perach during the year but dropped out were also tested. The data obtained during this second year were expected to furnish a clearer picture of the effects induced by the project. The results from both years are discussed here.

Comparisons were made between Perach children and non-Perach children on all measures. Three kinds of statistical analyses were conducted:

1) *Before-test comparisons* were made between groups using t-tests to determine whether the groups had indeed started out at the same level.

2) *After-test comparisons* were made between groups using analysis of covariance in which after scores were adjusted for before scores. This adjustment was necessary in order to take into account as much as possible any starting differences between the groups being compared. In the case of the first year data, these before scores were really "middle" scores, however they were the only indications available of earlier performance levels.

3) *Within-group comparisons* were made using t-tests in which before and after scores were compared within any particular research sample. From the within group comparisons the magnitude and direction of any change which occurred between the two test administrations in any given school year were assessed for each group.

A significance level of .10 was used in all cases.

In Appendix B, the before (B) and after (A) means, standard deviations, and sample sizes obtained on the cognitive and affective measures are presented for the experimental (E) and control (C) groups for both the 1977-78 and 1978-79 school years. In addition, the scores obtained on these measures for the dropout group (D) in the 1978-79 sample are given.

Academic Achievement

1977-78 Data. Tests were administered in the areas of English, Reading, Arithmetic, Bible and General Studies to children in Grades 5-9. No significant differences were detected between the experimental (E) and control (C) groups at the time of the first testing which took place at mid-year. (See Appendices B1-B5.)

If the after scores of the experimental and control groups are compared controlling for their mid-year levels through analysis of covariance, few differences are found between the experimental and control groups. The experimental group does significantly better than the control group on two total tests and two sub-tests, all in Grade 6, while the control group does better on one total test and one sub-test in Grade 9 and one sub-test in Grade 5. (See Table 7.) These results do not indicate any advantage to either group.

The statistically significant gains and losses made by the experimental and control groups between the two test administrations in 1977-78 are summarized in Tables 8 and 9. Gains were made in all areas but General. Looking at total test scores (Table 8), one notices that the experimental group has significantly increased in 8 of the 21 tests, while the control group has increased in only 3 tests. Broken down by

Table 7

Tests on Which Significant Differences Found Between E and C on After-tests, Controlling for Before-tests, $\alpha = .10$ (1977-78)

Total Tests	Grade Level	Group Doing Better
Bible	6	E
Reading	6	E
Arithmetic	9	C
Sub-areas		
Reading-vocabulary	6	E
Reading-application	6	E
Arithmetic-whole numbers	5	C
Arithmetic-word problems	9	C

grade level, one finds that the majority of gains made by the experimental group are in Grades 6 and 7. Applying a sign test using a null hypothesis that assumes that both groups have an equal chance to improve on all tests ($p = 1/2$), no significant differences are detected. However, the number of gains for the experimental group in the sixth and seventh grades approaches significance. (An increase in 3.65 cases, i.e. 4, is required for significance with 4 tests.)

Looking at the gains on the subtests for the Reading, English and Arithmetic tests in Table 9 , one notes again that the experimental group gained on more tests than the control (12 as compared to 6).[18] The number of gains is not significant, however the trend still favors the experimental group.

The time lapse between administrations of the before and after tests during this year was only four months. Hence, it can be argued that all the cognitive changes which indeed occurred since the children received tutors were not detected here. With this in mind the fact that the experimental group improved more often than the control group may be important despite the lack of statistical significance.

1978-79 Data. During this year, tests were administered in Reading, English and Arithmetic to children in Grades 5-7.[19] A comparison of before scores shows the experimental group to have started at a higher level in Reading Grade 6, while the control group began at a higher level in Arithmetic Grade 7. (See Appendices B6-B8.)

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[18] There was one case in which a decrease took place. No explanation for this occurrence can be offered.

[19] The reasons for the reductions in number of tests and grade levels can be found in Chapter III.

Examining the gains made by each group over the year (Tables 10 and 11), one notices that both E and C made statistically significant gains on all total tests and in nearly all sub-areas in Grades 6 and 7. In Grade 5, however, the experimental group barely appears to have advanced while the control group has shown reasonable gains.

A comparison of after scores (controlling for before scores) shows that despite the quite similar starting points and the fact that both groups made substantial progress over the year, the control group nevertheless seems to have shown an advantage over the experimental group in a number of areas at the end of the school year (Table 12). This advantage was expressed mainly on the Reading tests in Grades 5 and 7. Taking into account the sub-tests also, it seems that C did better than E in Grades 5 and 7, while in Grade 6 both groups did about the same.

How can these results be explained? Can they mean that having a Perach tutor has little or even a negative effect in the realm of academic achievement? Since the control group in the 1978-79 school year was selected mainly from schools in which Perach tutors were not working, it

Table 10

Significant Within-Group Differences in Experimental, Control and Dropout Groups on Total Achievement Tests ($\alpha = .10$)

Grade Level	# Possible	E	C	D
5	2	-	2↑	1↓
6	3	3↑	3↑	-
7	3	3↑	3↑	2↑
Total	8	6↑	8↑	2↑ 1↓

Table 11

Significant Within-Group Differences in Experimental, Control and Dropout Groups on Sub-areas in English, Arithmetic and Reading ($\alpha = .10$)

Grade Level	# Possible	E	C	D
5	9	1 ↑	5 ↑	1 ↑
6	12	10 ↑	10 ↑	2 ↑
7	11	10 ↑	11 ↑	-
Total	32	21 ↑	26 ↑	3 ↑

Table 12

Tests on Which Significant Differences Found Between E and C on After Tests ($\alpha = .10$)[*]

Total Tests	Grade Level	Group Doing Better
Reading	5	C
Reading	7	C
Sub-areas		
Arithmetic-word problems	5	C
Arithmetic-fractions	7	C
English-grammar	6	C
English-grammar	7	C
Reading-comprehension	5	C
Reading-grammar	6	E
Reading-comprehension	7	C
Reading-application	7	C

[*] In all there were 8 total tests and 32 sub-areas.

is possible that the differences in achievement are a result of the differences between schools and teachers. Although the control schools were also classified as disadvantaged and although the teacher assessments and background data for the control children were similar to those for the Perach children, it is possible that significant differences existed between the two sets of schools with respect to other factors. The very fact that the control schools were not a part of Perach yet in the same area may mean that they were somewhat less "needy" than those schools who were taken into the project. It is likely that differences between E and C did not show up on the test scores at the start since the tests were geared to the study year just getting underway and the items drawn from the preceding year were not sufficient to distinguish between the two groups. Taking these things into account, it is difficult to draw definite conclusions from the data presented above.

A comparison of the experimental group to a group of children who had dropped out of the project (D) offers additional information regarding any changes which may have occurred in the Perach children. In some ways this comparison is similar to that made in the first year between Perach and non-Perach children, since the dropouts like the first year control group, were from the same schools and classes as the experimental group. The short period of time during which these children did meet a tutor can be assumed to have been insufficient to yield any far-reaching changes, especially in the cognitive domain.

Comparing the starting levels of E and D on the achievement tests, one finds the two groups to have been at the same level on all total tests and sub-tests, except in the sub-area of English grammar in Grade 7, in which E started out significantly better than D. (Appendices B6-B8.)

Looking at the after scores for these groups (controlling for before scores) one sees that in every case in which one group significantly did better than the other it was always the experimental group which scored higher. As can be seen from Table 13, this situation occurred on one total test (Reading Grade 5) and four sub-tests (Grades 5 and 7).

A comparison of within group changes also indicates that the experimental group performed better than the dropouts. (See Tables 10 and 11.) The dropout group rarely made any statistically significant gains on either total tests or sub-areas and even scored lower in the second testing in Reading Grade 5. In fact a comparison of E, D and C shows that the number of significant gains made by the experimental group more closely resembles those made by the control group than those made by the dropouts.

Although the advantage to the Perach children is not clearcut, there do appear to be indications that they are making gains in the cognitive area more often than similar children in the same classes. Any conclusions must be drawn cautiously because of the small sample size per test for the dropout group here and because of the special nature of this group as a whole.

Table 13

Tests on Which Significant Differences Found Between E and D on After-tests ($\alpha = .10$)[*]

Total Tests	Grade Level	Group Doing Better
Reading	5	E
Sub-areas		
Arithmetic-word problems	7	E
English-vocabulary	7	E
English-comprehension	7	E
Reading-vocabulary	5	E

[*] In all there were 8 total tests and 32 sub-areas.

The fact that the 1977-78 comparisons more closely resemble the comparisons made the second year with the dropout group as opposed to those made with the control group, particularly with respect to within group gains, is important. This finding reinforces the contention that the control group from the second year of the study was receiving different educational "treatment" than the experimental group and that comparing the experimental group to them cannot be expected to reflect the impact of the tutoring project.

Affective Domain

1977-78 Data. With respect to the various indices measuring self-concept, aspirations, participation in extracurricular activities, attitudes towards school, and attitudes towards society, comparisons were made between experimental and control groups for the total samples and within the respective categories of sex, grade level, ethnic group, and achievement level.[20] The significant between-group differences obtained from the 1977-78 data are summarized in Table 14, while the significant within-group changes are presented in Table 15.

Although the analysis carried out on the 1977-78 data has mainly focussed on changes within the experimental and control groups and after-test differences between them, it is of interest to note the two statistically significant before-test differences which were obtained. On before scores, the experimental group expressed greater academic satisfaction in school, and were more active in extracurricular activities. These differences, measured a few months after the tutors had begun meeting the children, may possibly be attributed to the Perach project.

Examination of after-test score differences (Table 14) brings to light several interesting phenomena.[21] First of all, with respect to all the various categories (sex, ethnic group, etc.), the variables on which the experimental group (E) scored significantly higher than the control group (C) tended to be school-related (greater extracurricular activity, a more

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[20] Achievement level was determined by assigning a z-score to each child on the basis of his score on the particular achievement test. Both experimental and control group scores on the before-test were pooled *per test* and z-scores calculated. An assumption was made that the child's relative standing with respect to his peers could be thus obtained although tests differed. High achievers were defined as those having z-scores greater than +1.00, average achievers as having z-scores between +1.00 and -1.00, and low achievers as having z-scores less than -1.00.

[21] In all cases in which after scores are discussed, it should be understood that what is meant is after scores *adjusted* for before scores.

Table 14

Significant Between Group Differences (α = .10) on After-Test Scores Controlling for Before-Test Scores - Affective Domain

Category		C/E *	E/C
Total Population		Patriotism	
SEX	Boys	Patriotism	Academic satisfaction in school Self concept in non-academic subjects General aspirations Extracurricular activity
	Girls	no significant differences were found	
ETHNIC GROUP (Father's Origin)	Israel	Ethnic group identification	
	Oriental	Patriotism	
	Western	Ethnic group identification Family self	Extracurricular activity
GRADE LEVEL	5	High school matriculation aspirations Patriotism	
	6		Academic satisfaction in school General self concept
	7	School self concept	
	8	Patriotism Family self	
	9		School self concept
ACHIEVEMENT LEVEL	High	no significant differences were found	
	Medium	Patriotism	
	Low		Extracurricular activity

* C/E indicates that C manifests the variable concerned to a greater degree than E.

positive school self-concept, and greater academic satisfaction in school). In contrast the variables on which C scored higher than E were of an entirely different nature. Nearly all of them (15 out of 17) indicated that C expressed a stronger identification with a group (country, ethnic group, or family).

This last finding is further clarified upon inspection of the significant within-group changes. Looking at Table 15, one notices that the control group was characterized by a growing identification with country or ethnic group and/or a greater positive feeling about themselves in relationship to family and friends. In 24 instances of significant change in these areas, 22 times the direction of the change was towards a strengthening of these feelings while in only 2 cases was there a decrease. Among the experimental group changes appeared to have occurred in the opposite direction, i.e. there were 7 instances of these factors decreasing in strength and 2 instances of increase.

Assuming that the changes taking place in the control group represent the norm, two alternative explanations may be offerred to account for the findings. In the first explanation, one might assume that the control group changed as a result of school which emphasizes national, local and family loyalties. The fact that the experimental group did not change in a similar manner may be attributed to the pupils' contact with the tutors and a world outside their neighborhoods and families. This broadening of horizons experienced by the experimental group may possibly have led to a weakening of their ties to other specific groups.

Another possible explanation is less pedagogic and more psychological. It might be assumed that disadvantaged children at the end of a school year, after experiencing a certain degree of failure during the past 10 months,

		E	C
ETHNIC GROUP	Israel	Ethnic Identification ↓	Patriotism ↑ Social Self ↑
	Oriental	Self Concept ↑ Ethnic Identification ↓ Extracurricular Activity ↓	Self Concept ↑ Ethnic Identification ↓ Social Self ↑
	Western	Self Concept in School ↓ Self Concept in Non-academic Subjects ↓	Self Concept in School ↓ Extracurricular Activity ↓ Social Self ↑ Family Self ↑
ACHIEVEMENT LEVEL	High		Patriotism ↑
	Medium	Extracurricular Activity ↓ Self Concept ↑ Ethnic Identification ↓	Extracurricular Activity ↓ Self Concept ↑ Patriotism ↑ Social Self ↑
	Low	Family Self ↑	Extracurricular Activity ↓

Table 15

Significant Within Group Differences (α = .10) - Affective Domain

		E	C
Total Population		Extracurricular Activity ↓ Self Concept ↑ Ethnic Identification ↓	Extracurricular Activity ↓ Self Concept ↑ Patriotism ↑ Social Self Concept ↑
SEX	Boys	Self Concept ↑	Self Concept in Non-academic Subjects ↓ Bagrut Aspirations ↓ Extracurricular Activity ↓ Patriotism ↑ Self Concept ↑
	Girls	Self Concept ↑	Bagrut Aspirations ↑ Patriotism ↑ Social Self Concept ↑
GRADE LEVEL	5	General Aspirations ↓	Self Concept in School ↓ Self Concept in Non-academic Subjects ↓
	6	Self Concept ↑	Patriotism ↑ Social Self ↑
	7	Extracurricular Activity ↓	Self Concept in School ↑ Self Concept ↑ Social Self ↑
	8	Patriotism ↓ Self Concept ↑	Academic Satisfaction in School ↓ Ethnic Identification ↓
	9	Ethnic Identification ↓ Self Concept in School ↑ Self Concept ↑	Extracurricular Activity ↓

begin to feel a need to compensate for the negative feelings resulting from this sense of failure. Hence, they turn to others, be it country or family, for a positive sense of self. This might be what occurred among the control group. The experimental group children on the other hand, either because they were actually doing better in school or perhaps were being treated more favorably by teachers as a result of participation in Perach, did not have such negative feelings about themselves in the school context. Hence, their self-definition or self-worth could be found in themselves and needed not to be found through association with others.

Looking at changes with respect to academic satisfaction in school and school self concept, one can find some support for this contention. Among the control group these variables generally decreased when significant changes did occur (in the case of boys, fifth graders, eighth graders, and Westerners). Among the experimental group no changes were indicated. Moreover with respect to satisfaction E was significantly higher than C in two categories: boys and sixth graders.

Of all the various categories examined of particular note are the boys in the sample. Looking at between group comparisons, control group boys scored higher on patriotism than boys in the experimental group. However, the latter expressed a higher academic satisfaction in school, revealed a more positive self-concept in non-academic school subjects, had higher general aspirations, and were more active in extracurricular activities. Examining the significant within group changes, it can be seen that for the most part the differences between E and C on after scores were mainly a result of changes within the control group boys. They were the ones who decreased in satisfaction, self-concept in non-academic subjects and extracurricular activities. If they are viewed as the norm, Perach might be attributed to the *maintenance* of a certain level of satisfaction, etc. among the experimental group boys.

In the overall population, one notices that both the experimental and control groups decreased in extracurricular activity and became more positive with respect to their general self concept. In part these changes in both groups may be normal "end-of-the-school year" reactions. It is likely that with summer vacation approaching the children cared less about school and school activities. Although both groups changed, we may conclude from the between-group scores that some categories of children did not change equally in both E and C groups. For example, children from Western backgrounds in the experimental group were significantly more active in extracurricular activities than their counterparts in the control group. In all cases where the two groups differed with respect to these variables, it was the experimental group which manifested the more positive characteristics.

On the whole, although the findings do not present a clear-cut picture regarding the impact of the Perach project, a picture emerges from the 1977-78 data in which Perach does have a positive effect in the affective domain.

1978-79 Data. As mentioned in Chapter III, in addition to the 11 indices examined above, four additional variables were looked at during the 1978-79 school year: classroom participation, homework, popularity and reading of books.

As can be seen from Table 10 in Appendix B, few differences were detected in the affective domain in the comparison of the experimental (E) and control (C) groups at the start of the 1978-79 school year. The control group did start out significantly higher than E on patriotism and general self concept. At the end of the year no significant differences were found between them on these variables after controlling for starting differences. In other words, given their different starting points, neither group increased or decreased enough to change the balance between initial differences. Perhaps of note is the fact that although the control group had a higher general self concept at the start of the year, the experimental group made significant gains in this area and by the end of the year even scored higher than C. Although this after test difference is not statistically significant the change in E is significant. With respect to patriotism the distance between the two groups was simply maintained during the school year.

With respect to the various categories of sex, ethnic origin, grade level and achievement level, whenever a significant difference was found between the two groups, it was almost always the experimental group which manifested the more positive behavior (in 28 out of 31 instances).[22] Moreover, the variables on which the Perach children tended to do better than the control group were generally academic-type variables: participation in class, satisfaction in school, book reading, homework, and school self-concept. In contrast, in the three instances in which the control group children scored significantly higher (Grade 5, Grade 7 and high achievement), the variables of note were not academic: patriotism, ethnic group identification and general aspirations.[23] (See Table 16.)

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[22] Comparisons were made between E and D only in categories in which n was greater than 4.

Since such factors as satisfaction in school, classroom participation, homework, etc. may easily be affected by differences among schools and teachers, comparisons were also made on the affective measures between the experimental group (E) and the dropout group (D) who were attending the same schools.

Looking at before scores, the dropout group is found to have scored significantly higher than the experimental group on popularity, ethnic group identification, and patriotism, while the latter had a higher score on family self concept. Except in the case of popularity, differences between the two groups, beyond their starting differences, were not found at the end of the year.

The significant between group scores on the after test are presented in Table 17. As can be seen, the results shown here are highly similar to those obtained in the comparisons with the control group. The Perach children more often scored higher than the dropout group (in 15 out of 22 cases of significant difference). Again, they tended to score higher on academic variables: book reading, academic satisfaction in school, bagrut aspirations,[24] and classroom participation. Like the control group,

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[23] This last variable, i.e. general aspirations, might be considered indirectly related to academic matters. However, it is difficult to assume that children in Grade 5, where it was found to be significant, are old enough to make the connection between education and future occupation. Hence, this variable is not viewed here as academic.

[24] Bagrut is the name for the high school matriculation examinations in Israel.

Table 16

Significant Between Group Differences ($\alpha = .10$) on After-Test, Controlling for Before-Test Scores: Affective Domain, Experimental vs. Control Groups (1978-79)

Category		C/E *	E/C
Total Population			Classroom participation Reading of books Academic satisfaction in school
Sex	Boys		Classroom participation School self concept Academic satisfaction in school
	Girls		Classroom participation Homework Reading of books Academic satisfaction in school
Ethnic Group	Israel		Academic satisfaction in school Ethnic group identification
	Oriental		Classroom participation Reading of books School self concept Academic satisfaction in school General self concept
	Western		
Grade Level	5	General aspirations	Classroom participation Homework Social self concept
	6		Self concept in non-academic subject
	7	Patriotism	Classroom participation Reading of books School self concept Academic satisfaction in school
Achievement Level	High	Ethnic group identification	Academic satisfaction in school
	Medium		Classroom participation Academic satisfaction in school Ethnic group identification
	Low		Homework Ethnic group identification

* C/E indicates that C manifested the particular variable to a greater degree than E.

Table 17

Significant Between Group Differences ($\alpha = .10$) on After-Test, Controlling for Before-Test Scores: Affective Domain, Experimental vs. Dropout Groups (1978-79)

Category		D/E*	E/D
Total Population		Feeling of popularity	Reading of books Academic satisfaction in school Bagrut aspirations
Sex	Boys		Self concept in non-academic subjects
	Girls	Feeling of popularity	Extracurricular activities General self concept
Ethnic Group	Israel	(n in D too small to compare, n = 3)	
	Oriental	Feeling of popularity	Reading of books Bagrut aspirations
	Western	(n in D too small to compare, n = 1)	
Grade Level	5	Patriotism	Reading of books
	6	Feeling of popularity	
	7		Classroom participation Reading of books
Achievement Level	High		Reading of books Bagrut aspirations
	Medium	Feeling of popularity	
	Low	Feeling of popularity	Reading of books Ethnic group identification

* D/E indicates that D manifested the particular variable to a greater degree than E.

		E	C	D
	Oriental	Reading of books ↑ General self concept ↑ Family self concept ↑ Homework ↓ School self concept ↓ Academic satisfaction ↓	Family self concept ↑ School self concept ↓ Academic satisfaction ↓ Classroom participation ↓ Homework ↓ Feeling of popularity ↓ Reading of books ↓	Social self concept ↑ Reading of books ↓ School self concept ↓ Academic satisfaction ↓ Ethnic group identification ↓
	Western	Social self concept ↑	Extracurricular activity ↑ School self concept ↓ Academic satisfaction ↓ General aspirations ↓	(n too small)
Grade Level	5		Academic satisfaction ↓ Classroom participation ↓ Homework ↓	General self concept ↑ Extracurricular activity ↓ Ethnic group identification ↓
	6	Reading of books ↑ General self concept ↑ Homework ↓ School self concept ↓ Academic satisfaction ↓	Extracurricular activity ↑ Family self concept ↑ School self concept ↓ Academic satisfaction ↓ Ethnic group identification ↓ Feeling of popularity ↓	Social self concept ↑ Academic satisfaction ↓ School self concept ↓
	7	Classroom participation ↑ General self concept ↑ Homework ↓ Feeling of popularity ↓ General aspirations ↓ Extracurricular activity ↓ Patriotism ↓	Academic satisfaction ↓ General aspirations ↓ Homework ↓ Reading of books ↓	Reading of books ↓ Ethnic group identification ↓

Table 18

Significant Within Group Differences ($\alpha = .10$) in the Affective Domain for Experimental, Control and Dropout Groups (1978-79)

Category		E	C	D
Total Population		Reading of books ↑ General self concept ↑ Homework ↓ School self concept ↓ Academic satisfaction ↓	Extracurricular activity ↑ Classroom participation ↓ Homework ↓ Feeling of popularity ↓ School self concept ↓ Academic satisfaction ↓ General aspirations ↓	General self concept ↑ Social self concept ↑ School self concept ↓ Academic satisfaction ↓ Ethnic group identification ↓
Sex	Boys	Self in non-academic subjects ↑ General self concept ↑ Homework ↓ Academic satisfaction ↓ Extracurricular activity ↓	Extracurricular activity ↑ School self concept ↓ Academic satisfaction ↓ Homework ↓ Feeling of popularity ↓	General self concept ↑ Family self concept ↑ Academic satisfaction ↓ Self in non-academic subjects ↓ Ethnic group identification ↓
	Girls	Reading of books ↑ General self concept ↑ Family self concept ↑ Homework ↓ Feeling of popularity ↓ School self concept ↓ Self in non-academic subjects ↓	Academic satisfaction ↓ Homework ↓	School self concept ↓ Bagrut aspirations ↓ Extracurricular activity ↓
Ethnic Group	Israel	School self ↓ Self in non-academic subjects ↓	Extracurricular activity ↑ General self concept ↑ Reading of books ↑ Patriotism ↓ Academic satisfaction ↓	(n too small)

(*Table 18 cont.*)

		E	C	D
Achievement Level	High	Homework ↓ Academic satisfaction ↓	Homework ↓ Feeling of popularity ↓ Academic satisfaction ↓	School self concept ↓
	Medium	Classroom participation ↑ Reading of books ↑ General self concept ↑ Homework ↓ School self concept ↓ Academic satisfaction ↓	Extracurricular activity ↑ Family self concept ↑ Classroom participation ↓ Homework ↓ School self concept ↓ Academic satisfaction ↓ Ethnic group identification ↓	General self concept ↑ Social self concept ↑ Family self concept ↑
	Low	General self concept ↑ Family self concept ↑ School self concept ↓ General aspirations ↓	Homework ↓ Feeling of popularity ↓ School self concept ↓ Academic satisfaction ↓	Ethnic group identification ↓

the dropout group scored higher than E in non-academic areas only: popularity among their classmates (in the total population, girls, Oriental origin, Grade 6, and medium and low achievement levels) and patriotism (Grade 5 only).

As noted above the dropout group had already manifested a higher score on the popularity variable at the start of the school year. From Table 10 in Appendix B, one sees that this feeling strengthened over the year. It is possible that as a result of their popularity and well-defined status among their classmates these children did not feel the need for a tutor or "big brother", and so directly or indirectly caused the tutoring relationship to fail. Moreover, instead of investing their energies in academic matters (as can be witnessed by their lack of academic gains during the year), they apparently concentrated on their social standing among their peers.

Of greatest importance is the fact that regardless of whether Perach children are compared to similar children in other schools (Group C) or similar children in their own classes (Group D), they tended to rate themselves higher than the others on academic variables. Compared to both control and dropout children, they were more satisfied in school and reported reading more books. In addition when either comparison group (C or D) scored higher than the experimental group, it was always on a non-academic variable.

Moreover, comparing these findings to those which were obtained during the 1977-78 school year, one finds a striking similarity. Although statistically significant differences favoring the experimental group were not found for the total population in 1977-78, when they existed within the categories of sex, ethnic origin, grade and achievement level, they tended to be in academic areas. Likewise, when the control group scored higher than E, it occurred only on non-academic variables. The repetition of this pattern cannot be undermined and clearly testifies to a positive impact of the Perach project in school-related and academic areas.

It should be noted that in the first year the control group scored higher than the experimental group on patriotism, ethnic group identification, family self concept and social self concept. In the second year the variables on which either control or dropout children scored higher, although not identical, were similar in the sense that they had to do with the child's relationship with others, be it his classmates, ethnic group or country. These results lend support to the second explanation proposed in the preceding section, namely that a child who cannot feel good about himself in the school context will attempt to look to his peers, family and/or country for a positive definition of self-worth. Further support is given to this contention if one takes into account that in the second year samples, the dropout group which made few academic gains over the year exhibited such behavior more often than did the control group in which real academic gains had indeed been observed. The fact that differences were not on exactly the same variables from one year to the next suggests that probably external circumstances determine the area in which the child finds compensation for his academic failure.

Other findings which indicate a positive effect of Perach on the children can be observed from the data. Inspection of the significant within group differences in Table 18 for 1978-79 shows that across categories, the experimental group exhibited twice as many positive changes than either control or dropout group (20 as opposed to 11 and 9, respectively) and fewer negative changes than the control group (30 as opposed to 46). The dropout group, in general, demonstrated the fewest changes of any kind, either positive or negative.

One notices from the within group differences that the children in all groups tended to start out at the beginning of the year more enthusiastic and motivated towards school than they were at the end of the year. This change can be witnessed by the drop in satisfaction and school self concept in all groups and in homework in the experiemntal and control groups. Although academic satisfaction decreased in all groups, it decreased more among the control and dropout groups than among the Perach children. This finding reinforces the "holding" power of Perach which was observed from the 1977-78 data with respect to satisfaction in school and other variables among the boys in that sample.

All groups tended to improve their general and family self concepts between testings. In addition the control group increased their activity in extracurricular activities (possibly a function of their schools and/or community centers). In the experimental group additional changes were noted again in academic variables: book reading (total population, girls, Oriental group, Grade 6, and medium achievement) and classroom participation (Grade 7 and medium achievement). With respect to the reading of books it is interesting to note that while this activity significantly increased among different categories of the experimental group, when a significant change did take place in either C or D it was generally in a negative direction.

To summarize the findings in the affective domain, it appears quite clearly that Perach tutors are having a positive impact on their children in academic and school-related areas. This phenomenon was observed from the data gathered during both the 1977-78 and 1978-79 school years.

From the first year's data Perach was found to have its most significant impact on the boys in the sample. The data collected the following year, however, did not reveal any significant differences between the sexes in this respect. It is possible that in the first year, the major impact in the affective domain on the girls in the sample took place before the mid-year testing, while the effect on the boys found expression after a longer period of tutoring. It is also possible that these findings are simply a function of the different samples tested each year.

In any case, the data from the two-year period indicate that Perach tutors are contributing to more reading, more participation in the classroom, and greater academic satisfaction in school as well as to the setting of higher goals with respect to high school matriculation (bagrut) examinations.

B. *Reports of Change and Satisfaction*

In addition to the changes which were measured by tests and questionnaires, the investigators were interested in changes in the children which had been *observed* by various relevant individuals, namely their teachers, parents, tutors and themselves. These different individuals were asked by means of either a questionnaire or structured interview whether they had noted change in the children and in which areas the change had taken place. In addition, each individual was asked to express his or her opinion concerning the operation and success of the tutorial project.

Subjective reports of this kind are important for two reasons. First of all, given the nature of the project, i.e. that each tutor-child pair determines on their own the tutoring activity, changes may occur in the children in areas which cannot be tested or measured easily, if at all. Hence, personal impressions may be quite revealing.

Secondly, these reports are important in themselves because of the measure of satisfaction which they can provide. Satisfaction, although not generally a stated goal, is a desired by-product which is an implied accompaniment to the fulfillment of goals. If a project is perceived as positive, worthwhile and pleasant by those involved, then satisfaction will be high. However, if the project is not achieving its goals and the atmosphere encompassing it is negative, then those individuals involved will express criticism, frustration and/or indifference. An overall good feeling surrounding any project is surely a plus in its favor, as likewise a negative feeling might indicate a need for vital changes in order to promise its continuation and chance for success.

Changes

When interviewed, children, parents, teachers and tutors quite often indicated that the tutored child was doing better in class and had improved his attitudes towards school. One can see from Table 19 that well over half of the persons questioned indicated that the tutored child had made progress in school. As might be expected, the children and tutors reported progress in most cases, either because they were in a real position to note all changes however slight or because they had a vested interest in believing that the time they were spending together was fruitful. The great percentage of parents reporting change may simply reflect their children's attitudes or may indicate a real observation of change. Of greatest significance, however, is the fact that 62% of the teachers interviewed had reported having observed an improvement in the child's academic situation.

Looking at Table 20 one sees that more than half of the children, teachers and tutors reported a change in the child's attitude towards school. Both children and teachers testified that the children were coming more

Table 19

Reported Progress of Child in School (%)*

Group	Progress	No Progress	Total	n
Children	96	4	100	68
Parents	90	10	100	61
Teachers	62	38	100	52
Tutors	85	15	100	1321

* Source: Interviews with children, parents and teachers and Tutor Implementation Questionnaire.

Table 20

Reported Changes in Attitude Towards School (%)*

	n	Prepares homework more			Participates in class more			General positive change in attitude towards school		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
Children	72	64	36	100	63	47	100	-	-	-
Teachers	64	53	47	100	52	48	100	-	-	-
Tutors	1307	-	-	-	-	-	-	69	31	100

* Source: Interviews with children and teachers and Tutor Implementation Questionnaire.

prepared to school and were participating more in class. Tutors reported an overall change for the better.

When children were asked at the end of the school year to indicate whether the tutorial activity had benefited them in various specified areas, they answered very positively on three items. (See Table 21) About 3/4 reported that they were getting better grades in school and that they felt more at ease in class as a result of having a tutor. In addition an overwhelming majority (86%) indicated that their families were more satisfied with them.

These observations of change are substantiated at least in part by the results of the tests and questionnaire. Although the achievement data do not provide clear-cut proof of significant improvement in the cognitive domain as a result of Perach, the findings from the affective measures support the above observations that Perach children have indeed altered their attitudes towards school and are feeling more at ease and confident in the classroom in general.

Moreover, there were indications from the interviews conducted with the teachers that Perach might be having a greater effect when more than 5 children in a class have tutors. It seemed that in these classes, teachers tended more often to report that the tutored children spoke of their experiences with the tutor in class and that other children expressed jealousy of the tutored children. Because of the sampling methods employed during both years of testing, it was not possible to determine empirically whether Perach has an enhanced effect in the cognitive and affective domains when it enters a class in relatively large numbers.

Table 21

Children's Reported Changes as a Result of Tutor[*] *(%)*

	Yes	No	n
Receiving better grades	79	21	329
Feels more at ease in class	74	26	329
Family more satisfied with him	86	14	326
Teachers like him better	50	50	314
Has more friends	40	60	331

* Source: Personal questionnaire

Satisfaction

Responses to questions concerning satisfaction with the Perach project indicated that, on the whole, people were satisfied.

The children. Information concerning satisfaction was gathered using various measures and in every case the indication was that the child's satisfaction with the project was great. The sample of children who responded to the postcard questionnaire (n = 828) generally reported that the meetings with the tutor had been "very helpful" (78%); only a few (3%) felt that they had not benefited from the meetings at all. From the interviews (n = 71) it was ascertained that about 80% of the children wanted to maintain contact with their tutor after the school year was over and approximately 85% indicated that they would like a tutor again the following year.[25] From the personal questionnaire(n = 348) it was seen that most children "always" or "usually" liked going to meet their tutors (79%) and that only a small proportion of them rarely or never liked going to these meetings (7%). The interviews with the parents supported this last finding.

In addition there were indications that satisfaction went hand in hand with the intensity of the child's contact with the tutor as well as to some extent with the results of this contact. As seen from Table 22, those children who always liked meeting their tutors tended to meet with them longer than the required 2 hours per meeting, while those who rarely liked meeting the tutor tended to spend less than the required 2 hours per meeting. Moreover, a positive relationship was found between satisfaction with the

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[25] Although reasons for not wanting a tutor were not requested, many of the children noted that they could not have a tutor because they would not be in a regular school the following year.

Table 22

Relationship Between Duration of Tutor-Child Meetings and Extent to Which Child Enjoys Meetings (%)

Do you like meeting your tutor?	Duration of Meetings Less than 2 hours	2 hours	More than 2 hours	Total	n
Always	9	63	28	100	195
Usually	8	75	17	100	72
Sometimes, Rarely, Never	19	66	15	100	68

$x^2 = 11.41$, d.f. = 4 , $\alpha = .02$

Table 23

Relationship Between Grade Level and Extent to Which Child Enjoys Going to Meet Tutor (%)

Grade level	Do you like meeting your tutor? Always	Usually	Sometimes, Rarely, Never	Total	n
5	72	8	20	100	49
6	72	11	17	100	126
7	52	24	24	100	80
8	46	36	18	100	52
9	21	57	22	100	28

$x^2 = 32.14$, d.f. = 8 , $\alpha = .001$

meetings and academic satisfaction in school ($r = .25$, $\alpha = .001$), school self concept ($r = .14$, $\alpha = .004$) and bagrut aspirations ($r = .16$, $\alpha = .002$).

Although the results from the different measures indicated that 75-85% of the children liked having a tutor very much, the question remains, however, as to why the other 15-25% were less satisfied or even dissatisfied. One explanation may be that the less satisfied children viewed the meetings with the tutor as something which took them away from their friends and other activities. Some support is given to this possibility from the data by the relationship found between grade level and the degree to which the child liked going to meet his tutor. As can be seen in Table 23 children in the upper grades less often reported that they "always" liked going to meet their tutors as compared to children in the lower grades. The reason for this finding possibly lies in the fact that older children in general tend to spend more time with their peers and to participate in more organized activities. Hence, it is likely that a conflict arose for them between the time spent with their tutor and their other interests.

Another possible explanation for a lower level of satisfaction which is suggested from the data is disappointment. When asked whether the tutor had ever disappointed him, 19% of the children ($n = 72$) replied affirmatively. The source of the disappointment was generally given as the tutor failing to show up. Because of personal, school or military obligations a tutor would not appear for one or several meetings and not inform the child in advance. Moreover, it seems that this lack of consideration on the part of the tutor is detrimental to the success of the project. Children, who had been disappointed, less often wanted to remain in touch with the tutor after the end of the school year, they less often felt that they had changed as a result of the tutor and their parents reported more often that the children did not like meeting the tutor (See Table 24). In addition the teachers of these children less often reported that the child was coming more prepared to class or was taking a greater interest in school as a result of the tutor.

The Tutors.[26] Like the children, tutors also indicated that they were satisfied with their activity in the Perach project. When asked whether their expectations concerning Perach had been fulfilled, only 19% answered "no", while 44% answered "yes" and 37% answered "partially". Similarly only 13% of the tutors felt that they had not personally benefitted in some way from their work as a tutor. Among the personal benefits mentioned often by the tutors were: 1) satisfaction from helping others, 2) an opportunity to get to know another segment of the population, 3) professional experience and 4) an enriching personal experience.

When asked whether they would be a tutor during the next academic year 60% of those who would be students the following year replied "yes", 15% did not know, and 25% said "no". The most common reason given by the group who did not intend to be tutors again and would be students the following year was that their study load would be too heavy to enable it. They rarely (3%) mentioned dissatisfaction with the project as a reason.

The Parents.[27] Few data were collected regarding the satisfaction of the parents with the project. Since 95% of the parents interviewed indicated that they would like their child to receive a tutor the following year, one can conclude that the level of satisfaction was probably high.

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[26] The data source was the Tutor Implementation Questionnaire, n = 1194.

[27] Sample size was 64.

Table 24

Disappointment and Reported Pupil Activity[*]

		Has tutor ever disappointed you?	
		Yes	No
Teacher reports child prepares homework more $x^2 = 3.65$[**]	Yes	33	64
	No	67	36
	total	100	100
	n	12	42
Teacher reports child shows greater interest in class $x^2 = 3.89$[**]	Yes	25	57
	No	75	43
	total	100	100
	n	12	42
Pupil reports change because of tutor $x^2 = 6.38$[**]	Yes	54	88
	No	46	12
	total	100	100
	n	11	42
Pupil wants to stay in touch with tutor $x^2 = 8.74$[**]	Yes	50	86
	No	43	12
	Doesn't care	7	2
	total	100	100
	n	14	57
Parents report that child enjoys meetings $x^2 = 5.88$[**]	Yes	73	94
	Sometimes	9	4
	No	18	2
	total	100	100
	n	11	51

[*] Source: Interviews

[**] Significant, $\alpha = .10$

The Teachers.[28] Nearly all the teachers who were interviewed (90%) evaluated the Perach project in a positive light. Among the achievements of the project they mentioned strengthened self-confidence and gains in school. Criticism of the project generally focused on the contact between the teacher and the tutor; 40% of the teachers suggested that greater contact between themselves and the tutors would make the tutoring effort more effective.

To conclude, the continuation of any project, whatever its impact may be, is undoubtedly dependent on its ability to maintain a reasonably high level of enthusiasm and satisfaction among those involved. The enthusiastic response to Perach manifested by all can, therefore, be viewed as a definite mark in its favor. One might even venture to say that the remarkably positive feeling which is generated might in cases serve as a catalyst to the tutorial activity.

C. Conclusions

What can be concluded about the outcomes of the Perach tutorial project?

1. Concerning *satisfaction*, one may conclude that on the whole all people involved are quite satisfied.

2. In the *affective* domain the results of the project are fairly well defined. Regardless of the comparison group used, Perach children changed in a positive direction in academic-related areas, most noticeably in their attitudes towards school. Since sample sizes were adequate per measure and the data fairly consistent regardless of comparison group or year of testing, outcomes in the affective area may be considered reliable. In addition subjective reports by teachers, parents, children and tutors indicate similar results.

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[28] Sample size was 73.

3. With respect to *cognitive* outcomes, it is difficult to draw definite conclusions. Although most teachers, children, etc. reported improvement in school achievement, the results from the cognitive measures are unclear. The methodological difficulties which were encountered in selecting research samples [29] coupled with the small sample size per test make the reliability of the control group questionable, particularly for the 1978-79 comparisons. The dropout group, although in some ways an improvement over the control group, has its own particular problems and cannot be considered an ideal comparison group.

Moreover, the cognitive tests themselves may not have been sensitive enough to detect the types of advances made by the tutored children. An examination of a sample of tutor-child files which are maintained at the local Perach offices indicate that tutors often worked on very elementary concepts and skills such as spelling in Hebrew, identification of the English language alphabet or learning the multiplication tables.[30] Progress in these areas would not be discovered by means of the tests employed here. Unfortunately, more suitable tests do no exist in Israel.

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[29] For a detailed discussion of these methodological problems the reader is referred to Appendix D.

[30] Summaries of several files are presented in Appendix Cl.

V. EVALUATION OF PROJECT IMPLEMENTATION

The problems of implementation of any project are many. To be successful, the individuals entrusted with carrying out a project must correctly perceive the project's aims, and they must be properly trained to perform their tasks. In other words, they must know in which direction they are to go and how to go about getting there. Furthermore, in order for a project to have its anticipated impact, these individuals must actually fulfill their roles as expected of them. Obviously, the larger a project is the more difficult it is to guarantee uniformity with respect to these factors. Many a program has been successfully piloted, only to have failed because of improper implementation when it was attempted on a large scale.[31]

In this section the implementation of the Perach project will be discussed. The basic aims of the project will be stated and their perception by the various persons involved will be explored. The translation of these aims into practice will be investigated with respect to target population, tutor-pupil meetings, the dropout rate of both tutors and children, and difficulties encountered by tutors in their work.

The data presented in this section were obtained from a number of sources: 1) the Tutor Implementation Questionnaire, 2) structured interviews with children, teachers and parents, 3) the postcard questionnaires, 4) the Personal Questionnaire (questions on Perach) and 5) Central Administration records on Perach children and tutors.

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[31] See Goldberg, 1968.

A. *Perception of Aims*

> "The major goal is to improve the intellectual performance and, even more important, to strengthen the self-confidence and motivation of underprivileged pupils..."
>
> "The program is directed specifically towards elementary and junior high school pupils (5th to 8th grades)..."
>
> "For purposes of the project, 'underprivileged' is used to describe those pupils in whose case there exists *a considerable gap between their potential capabilities and their achievements in school*, as assessed by the class teacher and pupil guidance specialists."
>
> "The tutor receives minimal supervision from his coordinator. This freedom and the minimal control are based on the premise that the one-to-one relationship usually produces a strong bond between the tutor and the pupil, which ensures the success of the program." (Attar, 1978)

These statements describe the major aims of the Perach project. Briefly, a tutor through a one-to-one relationship is expected, with minimal supervision, to advance a disadvantaged child who is underachieving in the following areas: achievement, self-confidence and motivation.

Tutors

Examining the tutors' expectations concerning the project as expressed on the Tutor Implementation Questionnaire (n = 1416), one finds that for the most part they have understood the purpose of the project. More than 85% mention that they had expected to "help an underprivileged child", "give personal help to a child" or "broaden the horizons of a child". Only 2% of them had expected the child to be more motivated than he was. Also, only 10% of the tutors had expected to receive more outside guidance and supervision than they had gotten (although many more indicated that additional professional assistance would be desirable).[32]

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[32] See Chapter VI.

Children

The children viewed the purpose of the project as principally academic. Approximately 2/3 of the children interviewed (n = 71) answered that the reason they had a tutor was to do better in school, while only 12% said that they had a tutor for someone with whom to talk.

At mid-year when asked what they expected to get out of their meetings with the tutor, those children who received the Personal Questionnaire (n = 348) responded: better grades (92%), that their families would be more satisfied with them (90%), and that they would feel more at ease in class (80%). Only about half of the respondents expected "social" improvements (peers or teachers liking them more). (See Table 25.)

Table 25

*Child's Expectations From Tutoring**

	Yes	No
Get better grades	92	8
Feel more at ease in class	80	20
Family will be more satisfied	90	10
Teachers will like him more	57	43
Have more friends	48	52

* Source: Personal questionnaire, n = 348

The emphasis on academic goals as expressed by the pupils should probably come as no real surprise. Few children of this age are sophisticated enough to define their school problems in emotional or psychological terms. Disadvantaged children would be even less capable of this abstraction given that often one of their difficulties in school is to think in the abstract. Consequently, any other results with respect to the children's perceptions would have been surprising.

Teachers

Like the tutors, the teachers interviewed (n = 73), were also fairly congruent with the goals of the project. When asked what type of pupil could benefit most from a tutor, the most frequently mentioned characteristic (noted by 53% of the teachers) was "a child who has potential". The second and third most frequently mentioned traits were "from a disadvantaged environment" and "under-achiever, lacking motivation" (noted by 38% and 20%, respectively). When asked in which areas a tutor could help, the most frequent reply was "emotional" (75%) while "academic" was only second (63%). This finding might be interpreted to mean that the teachers have really understood the project's goals, that is not just to help a child get better grades in school but to help him overcome personal problems of motivation, lack of self-confidence, etc. which restrict his achievement.

B. *Translation of Aims*

Target Population

The Perach project aims at the disadvantaged child who shows potential but is underachieving.

Examining the distributions in Tables 3 through 6 obtained for the Perach population in the Hebrew-language schools (86% of total Perach), one can see first of all that background data and teacher assessments remain quite constant from one year to the next. Focusing on teacher assessments it appears that the intended Perach population is indeed being reached with respect to the factors of under-achievement and potential ability. One sees that most of Perach children in both years (about 83%) were assessed as performing only average or below average in school. On the other hand the great majority were reported as having average or above average potential (87%) and average or above average persistance (78%). Moreover, the children accepted for tutoring were not "problem children" in the sense that they were not reported as having any strong social or behavioral problems. Only 10% were rated by their teachers as below average socially and only 8% as below average on behavior.

The data which were obtained on the children in the Arab language schools were extremely similar. (See Appendix B12.)

Looking at Tables 26 and 27, one can see the type of child Perach is reaching with respect to two socioeconomic indicators: ethnic origin and family size.[33] In Israel disadvantage tends to be more characteristic of the Oriental Jewish group and the Arab sector of the population, and large family size tends to be associated with the lower class.[34] Examination of the data in the tables tends to confirm the claim that Perach is reaching the disadvantaged groups. In 1978-79 84% of the Perach children were either Oriental (70%) or Arab (14%) and 90% of them came from families of 5 members or more.[35]

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[33] Only the data for 1978-79 are presented in the tables. It should be noted that unless otherwise indicated in the text, the data from the 1977-78 school year were nearly identical.

[34] See Lewy and Chen, 1977.

[35] The Arab children tended to come from larger families, to more often be boys and to be slightly older on the average than the Jewish children. These differences reflect the differences between the two populations of school children rather than differences in selection.

Although Perach is reaching the disadvantaged sector, it concentrates on those who are living in or near the major urban areas because of the location of the universities. Disadvantaged children living in the numerous settlement towns and villages around the country are seldom involved in the project.

In addition Perach tends to enter the different types of schools in unequal proportions. The proportion of Arab-language schools in Perach more or less reflects their proportion in the country. However, with respect to the Hebrew-language schools, there is an over-representation of secular schools and an under-representation of religious schools. From Table 28 one can see that the religious schools constitute only about 17% of the participating Hebrew-language schools, however they make up approximately 30% of all such schools in the country. Moreover a higher proportion of them are classified as disadvantaged by the Ministry of Education. Apparently the reason for the under-representation of religious schools lies in the fact that the parents and school principals of the children in these schools request tutors who are also religious. Proportionally, there are few religious students in the universities, hence the proportion of secular and religious schools in the project tends to reflect the university student population more than the educational system.

According to Perach's stated objectives, tutors are to be given children who are in Grades 5 through 8. With respect to this aspect also, Perach is reaching its intended population. In 1977-78, 87% of Perach children were in Grades 5-8 and in 1978-79, 91% were in these grades.

To conclude, it can be stated that the target population of Perach is being reached.

Table 26

Distribution of Perach Children (1978-79)
with Respect to Ethnic Origin

	n	%
Jewish		
Father born in Israel	195	7
Father born in Middle East or North Africa (Oriental)	2058	70
Father born in Europe or America	265	9
Arab	404	14
Total	2922	100

Table 27

Distribution with Respect to Number of Siblings of
Jewish (J) and Arab (A) Children in Perach (%)

No. of Siblings	J	A
0-1	11	4
2-3	39	17
4-5	27	31
6-7	14	24
8+	9	24
Total	100	100
n	2418	358

Table 28

Distribution of Perach Schools by School System

School System	1977-78 n	1977-78 %	1978-79 n	1978-79 %
Secular Hebrew-language	82	74	86	77
Religious Hebrew-language	18	16	14	13
Arabic-language	11	10	11	10
Total	111	100	111	100

Tutor-Pupil Meetings

> "The tutor meets the child at least twice a week. The first meetings always take place at the pupil's home, to introduce the tutor to the child's family and environment. Subsequently, the pupil is encouraged to come to the tutor whenever possible."
>
> "The ratio between the time devoted to formal studies and their enrichment activities, is determined individually by the tutor in accordance with the child's needs and the kind of relationship established." (Attar, 1978, p. 3)

The envisaged structure of the tutor-pupil meetings is described above. In accordance with the aims of the project few demands are made.

The children, their parents and their tutors were all asked a number of questions concerning the location, nature and frequency of the tutor-pupil meetings. As can be observed from the data in Tables 29, 30 and 31, there was a high correspondence among the answers of the different groups.

Table 29

Usual Location of Tutor-Pupil Meetings (%)

	Respondent		
	Pupils	Parents	Tutors
Pupil's house	37	47	41
Tutor's house	23	26	23
Equally often in both	36	21	30
Other (school, university)	4	6	6
Total	100	100	100
n	350	65	1346

* Source: Personal questionnaire

Location. With respect to location of meetings approximately 70% of all tutors somewhat regularly visited the child's house (Table 29). This may be viewed positively in the sense that the majority of tutors may have come to understand the children's problems better by having been more familiar with their everyday environment. Looking at the data in another way, one sees that more than half of the children met their tutors somewhat regularly outside of their homes. This, too, may be viewed positively in that these children were being exposed to a new and often quite different environment from the one with which they were familiar. On the basis of the project's aims, it might be said that the group which meets equally in both the tutor's and child's houses should be enlarged to permit both partners in the tutoring pair to know the other's surroundings.

A few other comments should be made concerning location. First of all, parents (n = 66), when asked how often the tutor had visited their home, replied in the following manner: 58% "very often", 32% "occasionally", 11% "almost not at all", 0% "never". Not only do these figures support those in Table 29, but they indicate that the tutors were at least holding some meetings in the child's home as requested by the project directives.

Secondly, when parents were asked whether the tutor's visits disturbed them, not one parent answered "always" or "often" and only 3% (2 parents) answered that they rarely were disturbed. The overwhelming majority (97%) replied that they were never bothered, indicating that in the future tutors should not be afraid to hold meetings in the children's homes if they deem it desirable.

Content. Looking at the content of the meetings, it appears that a great deal of time was spent studying and doing homework. These were the activities most frequently mentioned by pupils, tutors and parents (by well over 80% of all groups). These persons much less frequently mentioned play, trips, or personal talk as occupying a large proportion of the time the child and tutor spent together. In addition, according to data collected from the experimental group at the end of the 1977-78 school year, the tutors and pupils generally concentrated on Mathematics and/or English when they studied.

Frequency. Frequency of meetings is an important aspect of implementation since it serves as an indication of the intensity of the relationship established between tutor and child. One would expect that the more often a child meets his tutor, the greater the changes occurring in the child's achievement, attitudes and behavior would be.

Inspection of Tables 30 and 31 indicate that according to both tutor and child reports, tutors were meeting their children the required two meetings per week. If one takes into account that in cases in which the school is at a great distance from the university, tutors were permitted to meet their children only once a week (but for longer meetings), then the percentage of pairs not meeting the "twice-a-week" requirement drops even lower. Moreover, one sees that the "two hours per meeting" recommendation appears to have been met by virtually all pairs.

In addition to the expected effect on the child, proper implementation of Perach with respect to frequency of meetings has another outcome, namely the award of a partial tuition rebate to the tutor. In order for a tutor

Table 30

Frequency Per Week of Tutor-Pupil Meeting (%)

	Respondent	
Times/week	Pupils*	Tutors
1 or less	10	7
2	77	89
3 or more	13	4
Total	100	100
n	828	1346

* Source: End of year postcard questionnaire

Table 31

Duration of Each Tutor-pupil Meeting (%)

According to Pupils Only *

Less than 1 hour	3
1 - 2 hours	75
More than 2 hours	22
Total	100
n	345

* Source: Personal Questionnaire

to receive the full sum, he must meet his child at least 56 times and attend 5 out of 7 monthly tutor meetings during the year.[36] It is possible for a tutor to receive a partial sum, if he has failed to meet these requirements but has nevertheless managed to hold an adequate number of meetings with his child (at least 28) and attend a reasonable number of group meetings (at least 3).

Relying on the data in Tables 30 and 31, one would expect that nearly all tutors would be awarded the full sum of the tuition rebate at the end of the year. Looking at the distribution of scholarship awards for the 1978-79 school year, one sees that this was not the situation. (See Table 32)

Table 32

Distribution of Scholarship Awards to Perach Tutors for the 1978-79 School Year

Sum (IL)	n	% (all)	% (excluding dropouts)
3250 - 3500	1487	49	62
3000 - 2750	383	13	16
2000 - 2500	274	9	11
1500 - 1750	259	9	11
no award	604	20	-
Total	3007	100	100

---

[36] Illness and military reserve duty are excused absences. These excused absences are taken into account in the final computations for tuition rebate eligibility.

Of the 3007 tutors who started the school year, 2403 (80%) received some payment at the end of the year. Of these, 1487 (62%) received the full sum and 916 (38%) received a partial sum. Another 604 students had worked at some time during the school year but either officially dropped out of the project before earning even a partial sum or had only worked sporadically, not fulfilling even the most minimal requirements.[37]

In theory, a tutor who begins work as late as January has sufficient opportunity to meet his child the necessary number of times in order to receive the full tuition rebate. Looking at Table 33 one sees that only 4% of the tutors had begun their tutoring activity after January, meaning that most tutors could have qualified for the full sum.

Table 33

Distribution of Tutors by Month in which Tutoring was Started

Month	n	%
October* - November	1609	53.5
December	1088	36.0
January	194	6.5
February	47	1.5
March	55	2.0
April	14	0.5
Total	3007	100.0

* Tutor recruitment began at the end of October.

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[37] The dropout subject will be addressed in detail in another section of this chapter.

The fact that less than 2/3 of the tutors who worked throughout the whole school year received the full rebate indicates that tutors and children are meeting less regularly than their reports would indicate. The Perach Administration is aware of this situation since it penalizes tutors if they have not met their children enough by reducing their rebates. However, steps should be taken in a positive direction by exploring ways of increasing the actual number of meetings held so that the children could benefit from greater tutoring time.

The Dropouts

Definition of who really is a dropout in Perach is somewhat difficult. There are those tutors and children who have officially left the project, there are tutor-child pairs who have essentially ceased activity but no formal report has been made, and there are those pairs who have met the whole year only on an occasional basis.

When a tutor-child pair breaks up, an attempt is made to assign a new "partner" to whichever of the pair wishes to continue in the project. Assigning a new child to a tutor is relatively easy since another disadvantaged child needing tutoring can always be found. The reverse, that is, giving a new tutor to a child, is more difficult since for all practical purposes tutor recruitment ends in mid-December and because, in general, there is not an over-supply of tutors. As a result of this situation, dropout rates, however defined, should differ for tutors and children.

During the 1978-79 school year 3007 university students and 3078 children were at one time participants in Perach. At the end of the year 2535 pairs still appeared on the files at the Central Office. However, when tuition rebates were awarded only 2403 tutors received payment of any sort. With respect to the remaining 132 tutors, it seems that for some of them tutoring had terminated but the coordinator had been lax in reporting it to the Central Administration and for others the minimal requirements of the project had not been met.

For the purposes of this report it has been decided to define as dropouts all tutors who did not receive even a partial payment at the end of the year and all children who were not on record at the end of the year as having a tutor or whose tutor did not receive any payment. Using this definition it seems that 604 tutors and 675 children had dropped out of Perach during the course of the year. Accordingly then, the dropout rates were 20% and 22% respectively.

In two-thirds of the cases reported, the pair ceased meeting within the first 3 months of activity.

The reasons given for the termination of the tutoring activity are given in Table 34. Four reasons appear to account for 3/4 of the cases: 1) the child refused to cooperate with the tutor (26%), 2) the tutor was too busy or had lost interest (26%). 3) the relationship between the child and tutor was not successful (12%) and 4) the tutor was not serious enough and was asked to leave Perach (11%). If the pair broke up after one month of activity or less, then the most frequent reason for the breakup was that the tutor was too busy or had changed his mind about being a tutor. After two months this reason was given as often as "the child refuses to cooperate with the tutor". Pairs which broke up after three months or later tended to give this latter reason most frequently.

Table 34

Distribution of Tutor-Pupil Pairs by Number of Months Met by Reasons for Dissolution of Pair (1978-79)

	Reasons for Break-up													
No. of months active	Tutor left university	Tutor too busy or not interested	Tutor lives too far away	Tutor asked to leave	Other (tutor)	Child refuses tutor	No need for tutor	Child moved away	Parents refuse	Other (child)	Unsuccessful relationship	Other or unknown	Total n	%
1	1	46		5	10	19	2	2		1	8	13	107	19.6
2	2	31	10	18	2	30	6	1	4		19		133	24.4
3	16	26	2	9	3	35	6	3	4		15	4	123	22.5
4	3	15		17	4	23	3	5			7	1	78	14.3
5	2	14	2	10	5	27	4		3		12		77	14.1
6	1	6	1		1	8	2				2		21	3.8
7		2		1	1	1					2		7	1.3
Total														
n	25	140	15	60	26	143	23	11	11	1	65	18	546	
%	5	26	3	11	5	26	4	2	2	0	12	13		100

Difficulties Encountered by Tutors

To understand the problems of implementation, at least from the tutor's perspective, a number of questions were presented to the tutors in 1977-78 (n = 1416) concerning the difficulties they had encountered over the year.

Approximately 1/4 of the tutors complained that they had difficulty making the initial contact with their children. Nearly 2/3 of those having this problem attributed it to the fact that the child was shy or withdrawn. Only 7% of the tutors however complained that after this initial contact did they have difficulty getting the child to cooperate.

Only 9% of the tutors reported that they received poor or no cooperation from the school during the school year. For the most part they complained of a lack of funding for special activities, a lack of teaching aids and differences in instructional approach between them and the teachers. Nearly 85% of them thought it would be desirable to use teaching aids not found in the schools and about an equal number felt that professional counselling should be available to tutors.[38]

When asked whether working as a tutor disturbed their studies only 8% answered "very much" or "much", while the others answered "a reasonable amount", "little" or "not at all". Of special significance is the fact that more than 50% of the responses were in the last two categories. (See Table 35)

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[38] For a detailed discussion of tutor guidance and training, see Chapter VI.

Table 35

Extent to which Tutoring Activity Disturbed Tutor's Studies (%)

Very much	1
Much	7
A reasonable amount	38
Little	32
Not at all	22
Total	100
n	1370

C. Summary and Conclusions

On the whole Perach is being implemented as designed. Basic aims are adequately perceived by the principle persons involved and the target population is being reached with respect to the variables of grade level, potential ability, low achievement and disadvantaged background. Because of the location of the universities and the composition of the university student population, Perach is reaching mainly those disadvantaged children who are in the major urban areas and who are attending secular Hebrew language schools.

With respect to tutor-pupil meetings, it appears that most tutors frequently visited the children's houses and thus could become familiar with the children's social environment first hand. Although tutors were not instructed as to what to do during their meetings with the children, most of them tended to concentrate on academics. It is of interest to note that this corresponds to what the children themselves want, that is, to study and get help with homework. (Nearly 90% of all the children answering the postcard questionnaire at the end of the school year indicated that they thought tutor-pupil meetings should be devoted to these two activities.)

Project implementation was weakest with respect to frequency of meetings. Less than 2/3 of the pairs met often enough during the year for the tutor to be entitled to the full tuition rebate. Ways must be found to increase the number of meetings held so that more children may reap the maximum benefits from the tutoring activity.

VI. EVALUATION OF PROJECT ADMINISTRATION

Project administration has been differentiated here from project implementation. As seen in the last chapter, implementation has been understood to mean what is being done with the children, the focus being placed on the tutor-child meetings--their location, content and frequency. Administration, on the other hand, refers to the organization of the project: how Perach enters a school, how tutors are recruited and trained, how tutor-child pairing is done, etc.

In this section an attempt is made to address the main administrative tasks of Perach, to describe how they are handled and by whom, and to discuss the difficulties encountered in carrying them out. The data presented have been drawn mainly from the Administrative Questionnaire which was distributed in different forms to managers, coordinators and tutors. In addition the Tutor Recruitment Poll and the Tutor Implementation Questionnaire provided further data on selected topics.[39]

Before administrative topics are actually discussed, however, a profile is given of Perach workers.

A. Profile of Perach Workers

The three major roles in the administrative structure of Perach are tutors, coordinators and local managers. (See Figure 1, p. 12.) While the responsibilities of coordinators and managers are essentially administrative in nature, the task of the tutors is to implement the project, i.e. to effect changes in the children. All of these roles are filled by university students. A profile of all workers is presented here to provide a picture of all those who are entrusted with carrying out the project.

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[39] For a description of these measures the reader is referred to Chapter III and Appendices B6, B8-B11.

Tutors. Although no special qualifications are demanded of the university students who sign up to become tutors, it is of interest to see what type of student does become a tutor. Data are presented in Tables 36-39 which give a general description of the Perach tutors over the two-year period encompassed by this study.

As can be seen, the tutors were predominantly single and evenly split between the sexes. With respect to ethnic origin, in 1977-78 they were equally from the Oriental (Middle East and North Africa) and Western (Europe-America) groups, while in 1978-79 there was an increase in the proportion of Orientals and a decrease in those of Western origins. The ethnic distribution of the tutors is significant when one considers that the university student population in Israel is made up of only about 15% from Oriental backgrounds and 3% Arabs. Since the great majority of disadvantaged children in the country are also from these ethnic origins, the over-representation of these two groups can be viewed, in part, as an attempt by those who have "made it" to help others like themselves (i.e. from similar origins) to do likewise.

Tutors were evenly distributed as first, second and third year students.[40] Likewise their fields of study were also well distributed among the humanities, social sciences, education, engineering, and physical and biological sciences.

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[40] In Israel a bachelor's degree program is generally a 3-year program, some exceptions being engineering, architecture and medicine, which are 4, 4 and 6 year programs, respectively.

Table 36

Description of Perach Tutors by Sex, Ethnic Origins, Year in School, Marital Status and Major School Subject (%)

Sex

	1977-78	1978-79
Males	48	51
Females	52	49
Total	100	100
n	1727	2947

Marital Status (1977-78)

Single	33
Married	12
Married with children	5
Total	100
n	1205

Ethnic Origin of Father

	1977-78	1978-79
Jewish		
Born in Israel	7	7
Born in Middle East or North Africa	41	46
Born in Europe America	41	33
Arab	11	14
Total	100	100
n	1442	2905

Major Subject (1977-78)

Humanities	27
Social Sciences	20
Physical-Biological Sciences	12
Education	11
Engineering	17
Other (12 other fields)	13
Total	100
n	1398

Year in School

	1977-78	1978-79
1	28	37
2	33	29
3	28	22
4+	11	12
Total	100	100
n	1319	2736

Table 37

Previous Experience of Tutors (%)

	Yes	No	Total	n
With disadvantaged	47	53	100	1378
Teaching	28	72	100	1416
Youth counselling	43	57	100	1416
Giving private lessons	50	50	100	1416
Tutoring	20	80	100	1416

Table 38

Distribution by Age of Jewish (J) and Arab (A)

Tutors in 1977-78 (%)

	J	A
Older than 25	9	4
22-25	38	14
21 or younger	53	82
Total	100	100
n	1311	154

Table 39

Distribution by Extent of Additional Employment of

Jewish (J) and Arab (A) Tutors in 1977-78 (%)

	J	A
No other work	53	76
1/4 time job	24	14
1/2 time job	17	0
Full time job	6	1
Total	100	100
n	1296	154

When asked what was the primary reason for their joining Perach, 67% of all tutors mentioned that they had wanted to participate in a worthy project. In addition another 22% mentioned the possibility of earning a tuition rebate as having been their basic reason for joining.

Slightly fewer than half of the tutors reported having prior experience working with the disadvantaged. Many indicated that they had given private lessons (50%) and/or that they had worked with youth (43%) in the past. (See Table 37.) Looking at whether they had worked before in Perach, one finds that 3/4 of them were new during the 1978-79 school year. The fact that the project grew from 2200 in 1977-78 to 3000 in 1978-79 contributed in part to this high number of newcomers. Also, many students were in their first year of university study and obviously could not have been in Perach before.

A comparison of Arab and Jewish tutors on background variables indicates that Arab tutors were more often male than their Jewish counterparts: 83% as opposed to 45% in 1977-78, and 76% as opposed to 48% in 1978-79. Also, they were younger and less often held another job in addition to their work in Perach. (See Tables 38 and 39.) These differences more or less reflect the general differences between Jewish and Arab university students in Israel and do not indicate differences in tutor selection between the two groups.

In general, the appeal of being a tutor and working with a disadvantaged child seems relatively strong among all types of students. Moreover, the data are evidence that in the recruitment of tutors Perach adheres to its belief that basically any student can be a tutor.

Coordinators and Managers.[41] While tutors tended to be evenly split between the sexes, manager and coordinator jobs tended to be filled slightly more often by females (61%) rather than males (39%).

With respect to father's country of origin, the majority of workers in these two roles tended to come from Western origins (53%). The other ethnic groups were represented in the following manner: Israeli born fathers 10%; Oriental born fathers 29% and Arabs 8%. Although the proportion of students of Oriental origins was smaller among the higher levels of management than among the tutors, they were still over-represented as a group here if one compares these figures to their proportion among the university student body as a whole, which is 15%.

Data which were obtained on coordinators with respect to major subject of study indicate some differences between them and the tutors. Whereas tutors tended to come almost equally from the main areas of study, coordinators were more often enrolled in the social sciences and education (56% of coordinators as opposed to 31% of tutors). The fact that coordinators tended to come from particular fields may indicate preference given to social science students in the hiring of coordinators and/or a higher proportion of these types of students attracted to greater involvement in the project because of a basic interest in the areas of education, sociology and psychology.

In looking at whether they had worked in Perach during the preceding year, it is not surprising to note that all managers and 81% of all coordinators had been active in the project. This finding is in line with the policy of the Central Administration to give past Perach participation great importance when hiring workers.

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[41] These two groups are discussed together because the small number of managers (n = 8) does not warrant a separate presentation.

Finally, it should be noted that, like the tutors, approximately 2/3 of coordinators had joined Perach because they had felt it to be a worthy project. Another 20% had applied for the job of coordinator because it was a convenient job with flexible hours. On the other hand, all managers reported working in Perach because of their desire to participate in a socially worthwhile activity.

B. Preparation for the Tutoring Activity

Contact with Schools

Towards the end of the school year and throughout the summer, local managers together with a small staff of coordinators set the groundwork for the following school year's activities. Schools are selected, principals contacted and decisions are made regarding which classes will receive tutors. A form is filled out for each child recommended for tutoring which includes his or her name, address, family background characteristics and an evaluation of ability, achievement and motivation. (See Appendix A3.)

The specifics concerning these activities vary somewhat from university to university, however it appears that the general pattern remains fairly constant. In May or June the Central Administration together with the local managers decide which schools will get Perach tutors during the following school year. Schools already participating in the project generally continue. Rarely has a school been dropped from the project, having happened either as a result of lack of cooperation from the school staff in the past or where there were not enough disadvantaged children in the school. New schools are added relative to the projected number of tutors for the following year. These schools are selected from an official list prepared by the Ministry of Education in which schools are ranked by the proportion of disadvantaged children in their student population. In general, schools are chosen for Perach which have a high proportion of disadvantaged children, which would be accessible to tutors from the viewpoint of public transportation, and where a willingness to participate in the project is expressed by the school staff.

Local managers contact new schools and meet with either principal or school counsellor in order to explain Perach to them: what it is, how it functions, and at which grade levels. At a later date at both veteran and new schools a coordinator meets with the principal and/or counsellor and the classroom teachers whose children will get tutors in order to give them the recommendation forms to be filled out and to explain precisely with what type of children Perach is interested in working.

In theory these activities are to be carried out from June through September so that the groundwork is laid and the list of children recommended is complete by October 1, when the regular coordinators begin their work. According to the managers, most schools were first contacted during the summer months, though in several cases the first contact was not made until September. Coordinators in turn did not contact schools until September and sometimes even October.

For the most part forms were distributed to the schools in September. Approximately 40% of the coordinators reported that they had difficulty getting the forms filled out and returned. Indeed when looking at the dates written on the completed forms, one notices that many were received in October and November. Obviously, the later the forms were received by Perach, the later the next stages of preparation were carried out and the later the tutoring activity began.

The cause of the delay in receiving recommendation forms lies in the fact that at the beginning of the school year, teachers do not know their pupils. In order to make recommendations they must confer with last year's teachers and the school counsellor. Many teachers wait several weeks until they begin to get to know their new pupils before conferring. Moreover, the fact that they must consult with others is time-consuming and at the start of a new school year the entire staff is very busy and has little time for extra work.

Contact with the Parents

The next step in preparation for the tutoring activity is for the regular coordinators to visit the homes of the children recommended for tutoring. In theory this is to be carried out in October, after teacher recommendations are received and before tutors are recruited. The purpose of this visit is two-fold. First of all, the coordinator has an opportunity to observe the environmental and social conditions in which the child lives. The coordinator's observations help him make a final decision regarding the child's need for tutoring. The second reason for the visit is to obtain the parents' permission for their child's participation in Perach. The parents are requested to sign a form stating that they agree to their child being tutored and that they give their permission to the child to meet the tutor outside of the home. Without this form signed children cannot be assigned tutors.

Coordinators do not have any trouble obtaining parental permission for the tutoring. However, they do have difficulty completing their home visits during the month of October. The delay in receiving recommendations from the teachers together with the fact that the month of October has few work days being a holiday time in Israel, give the coordinator insufficient time to complete home visits before tutor recruitment gets under full swing. As a result in certain cases tutor-child matching is postponed until the home visits are completed. In other cases decisions regarding eligibility for tutoring are based on teachers' recommendations alone and the parental permission form is sent home with the child for the parents' signature. The coordinator makes his first home visit in these cases only after tutoring has begun.

Tutor Recruitment

To a limited extent tutor recruitment begins during the summer. A letter of explanation as well as a sign-up form are sent to every university student together with his official school registration forms for the following year. The main thrust of tutor recruitment begins in October when classes begin and students are found on campus. Posters and placards publicizing Perach are hung up all over and registration booths are set up in many buildings. At many universities a "Perach Day" is held on which flowers (Perach is an acronym for "flower" in Hebrew) are handed out, explanatory lectures are given, entertainment is provided, and Perach workers don "Perach" shirts or hats publicizing the project. In addition to these activities coordinators visit student dormitories in an attempt to use personal persuasion to recruit tutors, and articles are written for the school newspapers telling about the project. Recruitment usually lasts until mid-December.

Students who wish to join Perach may sign up by mail, at a booth or in the Perach office on campus. They are required to fill out a short form with personal information such as sex, marital status, ethnic origin, year at school, major subject, and prior experience teaching or working with disadvantaged children. (See Appendix A4.) In addition they are asked for their preferences regarding type of school (religious, secular, Druze or Arab) and grade level. Several days after forms are received, prospective tutors are interviewed by a coordinator. At this time unsuitable candidates are sifted out. Acceptable applicants are introduced to the coordinator at the school where they will be working and arrangements are made as to when the new tutors will meet their children.

From the responses of the coordinators and managers at the end of the 1978-79 school year, all of them had been very involved in the recruitment of tutors. From their experiences in this task, they agreed that of all the activities undertaken the posters hung up around campus (mentioned by 35%) and the registration booths (mentioned by 50%) had been the most effective measures. In addition they tended to stress the effectiveness of talking with students individually and using personal persuasion to interest them in volunteering. These impressions were somewhat substantiated by data collected on the tutors which showed that about 50% of them had become interested in Perach through the posters and booths. About 25% of the tutors indicated that their attention had been drawn to Perach through the letters sent out to students during the summer, while only about 15% of Perach coordinators and managers had mentioned this as an effective recruitment measure.

Despite the serious campaign carried out to recruit tutors, fewer volunteers were enlisted during the two years of this study than expected. As shown in Table 40, the actual numbers of tutors who worked during 1977-78 and 1978-79 were significantly less than forecasted.

The results of a poll taken of students at Hebrew University, Tel Aviv University, Bar Ilan University and the Faculty of Agriculture (n = 558) after recruitment was over showed that indeed the students on these campuses knew about the Perach project. Nearly all had heard of the project (98%) and most (86%) knew what was required of a tutor (i.e. 2 two-hour meetings with a child per week). Of those questioned only 4% had joined Perach, while two-thirds of those who had heard of Perach had considered joining. The reasons that were given for not joining centered around lack of time (mentioned by 66%) and the necessity to work in addition to study (mentioned by 40%).

It should be noted that Israeli students tend to be older than their counterparts in other countries because they spend 2-3 years doing compulsory military service before entering university. Many of them by the time they are students are already married and sometimes even have children. Thus, not only are they studying but also many must work, at least part-time, in order to support themselves and their families. Although Perach does provide

Table 40

Expected and Actual Number of Tutors by University, 1977-78 and 1978-79

Institution	Number of Tutors Expected 77/78	Actual 77/78	Expected 78/79	Actual 78/79
Hebrew University	750	350	600-900	504
Ben Gurion University	750	700	1000-1100	1060
Tel Aviv University	350	250	600-800	293
Bar Ilan University	350	250	600-700	399
Haifa University	300	350	600-700	476
The Technion	350	250	600-650	298
Faculty of Agriculture	150	60	100-150	48
Total	3000	2210	4100-5000	3078

a partial tuition scholarship, it cannot replace a job since it does not offer a regular income. In fact the partial scholarship given is a *rebate*, meaning that students receive the money only after they have paid their tuition and have been tutoring for a defined period of time.

Support for the claim that the scholarship is not the main factor influencing participation can be found in the responses of the tutors. When asked why they joined Perach, only a fifth of them mentioned the scholarship as the main reason (total n = 215), while 67% stated that the desire to help others was their principal motivation for joining.

From the outset one of the major goals of Perach has been to grow each year until approximately 10,000 students are working yearly as tutors (See Attar, 1976, 1978). Given the findings presented above it seems that this aim has been overly optimistic. Indeed when this figure was set, the main worry was how many scholarships could be offered. The idea that there would not be enough volunteers was not really considered.

Tutor - Child Matching

The next task after children and tutors have been selected for participation in the project is for them to be paired. This job is the responsibility of the coordinator. A tutor may be assigned to a particular coordinator because he lives relatively close to his school or because he expresses an interest in working at that school. Often students are assigned at random to coordinators based on the numbers needed at each school.

The coordinator decides which student receives which child based on the information he has obtained on both tutors and children. Before the first meeting takes place between a pair, it is customary for the coordinator to provide the tutor with certain information regarding the child. The coordinator then introduces them to each other at the school.

Several factors are taken into account in the matching process. First of all, religious Jewish tutors are matched with religious Jewish school children and Arab tutors are matched with Arab school children. This rule is followed on the request of the school principals and parents of these children. Secondly, an attempt is made to create pairs of the same sex. Where this is not possible it is usually a female tutor paired with a male child rather than the reverse.

When asked which other factors should be taken into account during matching, tutors, coordinators and managers most often mentioned that the ability of the tutor to help the specific child was of greatest importance (mentioned by 73% of the tutors, 88% of coordinators and all managers). In addition, approximately one-half of all those questioned mentioned, that the proximity of the child's home to that of the tutor was a main factor to be considered.

For the most part, workers at all levels agree that a tutor should know about the child's academic difficulties, family situation, and any special personal problems before they meet. While nearly all of the coordinators (93%) felt that they had imparted the necessary facts to the tutors prior to their first meeting with the children, only 2/3 of the tutors reported having received all of the information that they had considered necessary. Most of those tutors who felt they were not provided with all the facts beforehand said that they had obtained them on their own at a later date either through the school or through the parents. Often a coordinator, intentionally, did not provide a tutor with certain details about his child before their meeting, because he did not want prior knowledge to color the relationship between tutor and child from the start. Impressions from tutors, however, indicate that a tutor who is not well-informed beforehand about his child may experience frustration and disappointment at a later date.

C. The Tutoring Activity Throughout the Year

Guidance and Training of Workers

Tutors. In general the philosophy of Perach is that any student can be a tutor. That this basic tenet has general acceptance can be seen from the responses of managers, coordinators and tutors to a series of questions regarding the "desirable" qualities of a tutor. There appears to be agreement that major school subject, prior relevant work experience, and previous experience dealing with the disadvantaged sector of the population do not necessarily give a tutor an advantage in his work. In addition only approximately half of those questioned felt that a tutor can identify easier with the problems of his child if he is from a similar background. (See Table 41.)

This idea, that any one can be a tutor, is further expressed in the original attitude of Perach toward providing any form of training or guidance for the tutors. The accepted stance was that the interest, common sense, and willingness to help on the part of the university student were sufficient for him to be a successful tutor. This approach has been slowly changing. Research findings from the Tutor Implementation Questionnaire administered in June 1978 to all tutors have contributed to this change. The data showed that about 87% of the tutors had felt a need to have professional guidance during the course of the year. All of them felt that they needed guidance for psychological problems, pedagogical matters and/or subject matter. They were fairly split as to where this guidance should be given: 28% mentioned that training should take place before the tutoring activity begins, 40% mentioned training should take place during the monthly group meetings and 45% mentioned that they should be able to visit professionals on their own.

Table 41

Opinion of Tutors, Coordinators and Managers Concerning Traits of the Potentially Successful Tutor (%)

Statement	Response	Tutors (n=215)	Coordinators (n=60)	Managers (n=8)
A social science student is more likely to be a successful tutor than a student in another field	Agree Disagree	15 85	7 93	0 100
It is important that a tutor have prior experience as a youth leader, giving private lessons, or teaching	Agree Disagree	41 59	33 67	38 62
It is important that a tutor have prior experience working with the disadvantaged	Agree Disagree	32 68	27 73	38 62
A tutor can identify easier with the problems of a child if he comes from a similar background	Agree Disagree	54 46	52 48	62 38

Following these findings there was a modest attempt during the 1978-79 school year to meet the tutors' needs in this area. Lecturers in the Departments of Psychology, Social Work, Sociology and Education were recruited at each university to provide guidance to Perach tutors who came to them for help. Also, suggestions were given to coordinators concerning the topics around which to organize the monthly meetings with their tutors.

At the end of the year, coordinators reported that tutors had come often to them with both pedagogic and behavioral problems. In the area of pedagogy they had felt better equiped to assist the tutors than in the behavioral-psychological field. More than 80% of the coordinators said that in cases in which they were unable to personally help the tutor, they could refer him to someone who could. Moreover, 79% seemed to think that the tutors actually made use of the professional assistance available.

The subject of monthly meetings was more problematic. All local managers said that they knew their coordinators had difficulty in organizing the monthly meetings and approximately 3/4 of the coordinators reported that they personally had encountered problems organizing meetings. The coordinators felt that the main purpose of the meetings was to provide both general guidance to the tutors (mentioned by 69%) and to deal with specific problems encountered (mentioned by 82%). They reported relatively low attendance rates at meetings and 71% felt that tutors opposed having to come to meetings.

Interestingly, in contrast, tutors' reports were somewhat less negative about the meetings. More than half of them (57%) felt the meetings were interesting or at least useful, and another 23% felt that they were boring but essential. Only 20% felt that they were a waste of time. In addition only 1/3 reported that they had a hard time coming to meetings.

In general, when asked their opinion of the total guidance provided them throughout the year, 62% were satisfied as opposed to only 13% the year before. Of the 37% who felt that not enough guidance was furnished, both pedagogic and psychological guidance were requested to an equal extent.

In another context, tutors were asked to rate themselves as to how well they were performing as tutors. Of the 28% who felt that they were not doing as well as they should, half (or 14% of all tutors) felt that the main reason for their lower level of success was lack of sufficient guidance.

In short, the feeling still persists among many tutors that more guidance would be desirable.

Coordinators. Although the coordinators occupy a central position in the functioning of the Perach project, standing between management on one side and the tutors, children, parents, and school staff on the other, relatively little training or on-going guidance is given to them. At the start of their work in October, they attend a 3-day conference during which the various aspects of their work are explained and ways in which they can help their tutors are presented. In addition they are presented with a Coordinator's Handbook in which their specific duties are described in detail. Throughout the course of the year they meet once a week with the local manager and all the coordinators at their university both to discuss problems and for administrative purposes.

During the 1977-78 school year a second 2-day conference was held in February to provide further guidance and help to coordinators. The following year no conference was held due to difficulty setting a date. During the 1979-80 school year however a conference has been set for January. This second conference has not as yet become an institutionalized event and is held at present only if circumstances permit.

Table 42

Ratings by Managers and Coordinators of Conference and Handbook for Coordinators (%)

To what extent did conference help?	Coordinators (n=60)	Managers (n=8)
Very much	23	75
Somewhat	50	25
Not at all	10	0
Did not attend	17	--
To what extent did handbook help?		
Very much	15	25
Somewhat	53	62
Not at all	30	13
Did not get one	2	--

When asked to rate the usefulness of both the conference at the start of the year and the handbook, both managers and coordinators expressed the opinion that both were fairly useful, the managers being somewhat more positive than the coordinators. (See Table 42) The conference was rated slightly higher than the handbook, however to those unable to attend the conference the handbook was very important.

Despite the relatively high ratings given to both conference and handbook, when asked whether they were receiving an adequate amount of guidance and preparation for their job, about half of the coordinators replied in the negative. Managers tended to agree that the coordinators required more help, particularly in the areas of group work and counselling.

Managers. Little organized effort has been made to prepare and guide managers in their role. For the most part managers are experienced Perach workers, usually having been coordinators in the past as well as tutors. New managers take their posts during the summer and it has generally been assumed that the summer months constitute their training period for the upcoming year. Out-going managers help the new managers learn their duties. In addition new managers meet individually with members of the Central Administration as well as participate in semi-monthly manager meetings. Both of these activities help train the new managers for their roles. Despite the lack of formal training activities, no complaints were voiced by managers concerning inadequate preparation for their job.[42]

Supervision of Tutoring Activities

Since scholarships are granted to tutors at the end of the school year on condition that they meet their children a certain minimal number of times in an adequate manner and that they attend a minimal number of monthly meetings, it is important to examine how supervision of their activities is conducted. The task of supervision is placed on the coordinators. They are expected to follow after the activities of the tutor in two ways: 1) through report forms which are handed in to them monthly by all tutors on which are reported the number, content and location of meetings held during the month, reasons that certain meetings did not take place plus the child's attitude and progress during the month, and 2) through personal contact with the tutors, children, teachers, school counsellor and parents.

Coordinators visit the schools at least once a week to talk with children, teachers and other school staff about the tutoring activities. Teachers are asked about the academic and behavioral progress of the tutored children. Children are questioned about their activities with their tutors. In this way the coordinator gets feedback on the tutoring process from others besides the tutor.

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[42] Despite the fact that no complaints were made regarding lack of formal training, the Central Administration instituted a 2-day training seminar in June for the 1979-80 school year. Since the purpose of the present study was to evaluate activities during the 1977-79 school years, evaluation of this seminar was not undertaken.

In addition coordinators are expected to visit the childrens' homes at least once during the school year. (This is in addition to their initial visit at the start of the school year which is carried out for a different purpose). There has been much complaint on the part of coordinators regarding these home visits. In general the claim is that they take up a lot of time and their fruitfulness is seldom felt. It is interesting to note the difference between the attitudes of coordinators, managers and tutors on this subject (See Table 43). Both tutors and managers tend to place greater importance on these home visits than do the coordinators. Perhaps if coordinators realized the importance attributed these visits particularly by the tutors (approximately half of them feel that even more visits would be desirable), then they would be less begrudging towards this task.

In theory tutors are expected to give their report forms to the coordinator at the monthly meeting. Attendance at the monthly meetings, however, varies greatly from month to month and at best reaches 80% (average attendance rate is about 45%). Many tutors who are unable to attend a monthly meeting bring their forms to the coordinator during his office hours. Others, however, wait a month until the next meeting and then hand in a report on two months' activities. These delays in handing in reports mean that the coordinator is not always up to date on the activities of all of his tutors.

Despite these few problems, when asked whether they felt the supervision and monitoring of tutors' activities was sufficient, 87% of managers, 80% of coordinators and 67% of tutors all tended to agree that it was sufficient.

Scholarships

Related to the subject of supervision is the granting of scholarships. As described in the chapter on project implementation, in order for a tutor to receive a full scholarship, he must meet certain minimal requirements

Table 43

Opinions of Managers, Coordinators and Tutors Regarding Home Visits (%)

According to the directives of the Central Management, coordinators must visit the children's homes once at the beginning of the year and once during the year. In your opinion are these visits important?

	Tutor (n=215)	Coordinator (n=60)	Manager (n=8)
no need for visits	5	0	0
once is sufficient	15	33	0
twice is important	29	42	50
more than 2 visits is desirable	51	25	50
Total	100	100	100

with respect to the number of monthly meetings he attends and the number of sessions he holds with his child. A partial scholarship is granted if failing to meet the full requirements, he nevertheless manages to fulfill a lower level of requirements. No scholarship is awarded if he has been unable even to meet these more lenient demands.

Perach is quite strict in granting scholarships as can be witnessed by the relatively low proportion of tutors (about 50%) who received a full scholarship in 1979.[43] Although coordinators and local managers recommend who is entitled to awards, scholarships are not granted without the approval of the Central Office where each case is checked against their records.

The administrative procedure for granting scholarships begins with the coordinator. Each month he provides the Central Administration with a summary of the activities of each of his tutors. The information of interest to the Central Administration is: 1) how many tutor-child meetings took place, 2) if less than 8 meetings per month are recorded, what were the reasons the other meetings did not take place, 3) travel expenses incurred as a result of the tutoring activity, and 4) attendance at monthly tutor meetings. Records are kept for the whole year at the Central Office. At the end of the year decisions are taken on the basis of these records as to who is entitled to full and partial scholarships.

The above picture is the administrative process in theory. In reality records at the Central Administration office were found to be incomplete. Tutors had failed to report their meetings on time to coordinators who in turn did not submit complete reports to the Central Office. Hence, at the end of the year discrepancies were found between the number of meetings recorded for many tutors at the Central Office and the number recorded for them at their local office. The Central Administration was forced to issue a new form - "Eligibility for Scholarship Form" - on which coordinators were requested to record the actual number of tutor-child meetings which had occured for each pair. This meant that additional administrative work was necessary.

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[43] See p. 93 for the complete figures.

Other Administrative Matters

Forms and Data Collection. A relatively large quantity of data on present and past Perach activity is gathered, coded and stored on computer tape at the Weizmann Institute of Science where the Central Administration is housed. Family background information and teacher recommendations are kept for each child; work, school and family background data are kept for each tutor; and information is stored concerning the activity of each pair including starting and ending dates, number of meetings and total scholarship sum awarded.

These data are collected by means of a number of forms. Coordinators and local managers are expected to see that the appropriate forms are filled out and reach the Central Administration office. Checking the records at the Central Office, however, one finds that many forms were either never sent in or were sent incomplete.

For example a form is to be filled out when any tutor-child pair ceases to exist. At the end of the year 378 forms had been received, by the Central Office, whereas other records showed that at least 570 pairs had ceased to meet during the course of the year. In other words only 2/3 of the cases had been reported to the Central Administration. Only when the subject of granting scholarships arose, did it become clear that many more tutors had dropped out of Perach during the year than had been assumed.

Work Relations. On the whole work relations among Perach workers are very good. Tutors and coordinators appear to get along well with each other and likewise coordinators and managers have established good working relationships. It is a rare case in which any Perach worker reports having established poor working relations with other workers.

Observations show that at all local offices there is a feeling among coordinators of being a team. Managers confirm this observation and report that they never encounter any difficulty getting coordinators to work on special projects or events.

Public Relations. In an effort to make the public more aware of Perach's activities and accomplishments, the Central Administration has concerned itself with the task of publicizing Perach through the use of the mass media. In the early stages of the project, overtures were made to the press and the broadcasting services in an attempt to interest them in Perach. As the project has grown to become a serious socially-oriented campus activity, interest in it has increased and the media on its own have initiated press coverage. During the two year span of this study articles appeared periodically in the national newspapers about Perach activities at the different universities, a radio program dealt with the project and a television report was presented on the national news.

Monies. The budget for the Perach project is divided into two parts: the daily operating fund and the scholarship fund.

Included in the daily operating budget are the salaries of all Perach workers, reimbursement of travel expenditures, and the cost of training seminars. During the two-year period covered by this study, the Ministry of Education and the Bernard van Leer Foundation provided the monies to cover operating costs. The sums allocated to daily operation remained fairly constant over this period: about $180,000 (3 million Israeli pounds) in 1977-78 and about $190,000 (5 million Israeli pounds) in 1978-79.

Concerning the funding of scholarships during this two-period, Perach provided from 1/3 to 1/2 of the student scholarships through contributions received from the Bernard Van Leer Foundation, the Jewish Agency, the Council for Higher Education, the Delek Fund and seven other bodies. The remainder of the scholarships were furnished by the individual universities and the Federation of Sephardic Students.

Funds from contributions are transferred to the Perach Central Office at the Weizmann Institute of Science. Bookkeeping records are kept both at the Perach office and at the Accounting Office of the Weizmann Institute. Local Perach offices submit salary and expense reports each month to the Central Administration and receive reimbursements through the Weizmann Institute.

Because of the nature of the project, funding for Perach is not certain from year to year. In general the Ministry of Education is willing to fund most of the operating expenses. In addition the universities have agreed to a minimum number of scholarships which they will supply. To cover the remainder of the operating costs and scholarships, Perach must solicit funds each year from other public and private groups. At present sufficient funds have been found to cover the expenses of the project in its present size. The uncertainty regarding funding, however, makes planning for the future somewhat difficult, particularly if one of the goals of Perach is to expand.

D. Summary

An attempt has been made in this chapter to describe and analyze the functioning of the Perach project from an administrative viewpoint. On the whole it can be concluded that Perach workers are carrying out their jobs well. Work relations are good and there is a feeling at all levels that supervision is sufficient. Nevertheless, the following administrative problems must be faced:

1. *Tutor Recruitment.* Perach is not growing as expected despite the excellent recruitment campaign conducted at each university at the start of the school year.

2. *Tutor Guidance.* Although steps have been taken in this area, the situation is still unsatisfactory in the eyes of more than one-third of the tutors.

3. *Lengthening Tutoring Time.* The number and timing of preparatory activities necessary before the matching of child and tutor can take place appear to prolong the starting date of the tutoring activity. In addition although the public schools open in September, the major tutor recruitment campaign gets underway only in late October and November when university students begin their studies. Hence, two months (September and October) of tutoring are lost to the children.

4. Forms. A system of forms has been established for the explicit purposes of facilitation of administrative dealings and collection of data. However, in many cases required forms are filled out only in part or sometimes not at all. Extra administrative work has been required when vital information has been found to be missing.

Suggestions for improvement are stated in the form of recommendations at the end of this report.

VII. SUMMARY

Data collected during the 1977-79 school years on the Perach Tutorial Project have been presented in this report. The topics which have been covered in this evaluation include measured cognitive and affective changes in the tutored children, subjective reports of change, satisfaction with the project, project implementation and administration. Children, tutors, teachers, parents, school principals, project managers and project coordinators provided the data used to examine these areas. The major findings are summarized below.

Cognitive and Affective Outcomes

Achievement tests and a personal questionnaire administered to a sample of Perach children and a control group in a pre-test--post-test design provided the information on cognitive and affective changes.

In the cognitive domain, results are unclear. When compared to children in similar schools, Perach children did not seem to be doing well. At best one could say that in Grades 6 and 7, they were doing about the same as the control group. In Grade 5 they appeared to be performing less well. When children were compared to other children in their own classes or in parallel classes in the same schools, the results were somewhat better. In this comparison they revealed a slightly higher level of achievement than non-Perach children. An inspection of a number of tutor-child files indicated that very often tutors worked with children on basic skills in reading or arithmetic which were not always measured by the achievement tests used. It is possible, therefore, that the tests here were not sufficiently sensitive to detect certain cognitive changes which were indeed occurring. Methodological difficulties which were encountered in the construction of the control group also make interpretation of the results difficult.[44]

With respect to other academic and school-related variables, Perach appears to have had a positive impact. Whether compared to similar children in their own classes and schools, or to similar children in other schools, Perach children revealed more positive attitudes: they were more satisfied in school, participated more in class, read more books, and planned more often to finish high school and take matriculation examinations.

In the area of self-concept, there were no noteworthy changes among Perach children. Also, with respect to attitudes toward society and ethnic group, expected changes were not observed.

While Perach children tended to reveal more positive behavior on school-related and academic variables, non-Perach children scored higher at the end of the year on variables in the social domain: they felt themselves to be more popular among their classmates, and often expressed an increased sense of patriotism, ethnic group loyalty or a more positive family self-concept.

Subjective Reports of Change

The majority of teachers, tutors, parents and children who were questioned indicated that the tutored children were doing better in school as a result of the Perach activity, were participating more in class and were doing better on their homework. Teachers tended to note more changes when at least five children in their class were being tutored.

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[44] See Appendix D for a discussion of methodological difficulties.

Satisfaction

Overall, a relatively high level of satisfaction with the project was reported by all individuals concerned. With respect to the children, satisfaction was greatest among those in the lower grades. Also, disappointment tended to result when a tutor failed to come to a meeting or give prior warning that he would not come. Teachers, although expressing satisfaction with the project, tended to comment that greater contact between them and the tutors would be desirable.

Implementation

On the whole, tutors, teachers and pupils seemed to have a fairly clear perception of the project's goals. The children tended to emphasize the academic side of the project, more than the others who also mentioned the emotional and motivational aspects.

The declared target population of the project was being reached according to the teacher assessment forms.

With respect to tutoring sessions, meetings were taking place both in the tutors' homes and in the pupils' homes and tended to be devoted primarily to homework and study.

Meetings were not held as frequently as desired. Fewer than two-thirds of the tutors had met their children the minimum amount required in order to entitle them to the full tuition rebate.

Administration

Taking into account the relatively large size of the project as well as the high turnover of workers from year to year, the project appeared to function quite smoothly. The general work atmosphere was friendly and enthusiastic.

A number of administrative problems and issues were noted: 1) the project was not growing at the expected yearly rate; 2) there was a growing need and demand to provide training and guidance to tutors and coordinators; 3) the administrative preparations to be completed before tutoring activity could begin were not efficiently carried out, taking too much time and consequently, shortening possible tutoring time and 4) records maintained at the Central Office were incomplete and the system of forms which was established to facilitate data collection was not efficiently administered.

VIII. DISCUSSION AND CONCLUSIONS

In many ways Perach is a unique tutorial project. Unlike the vast majority of tutorial programs elsewhere, which are aimed at providing remedial help in specific school subjects, Perach's goals are not exclusively academic.[45] The Perach tutor is not expected to be simply a private teacher. He is expected to improve the child's motivation to learn and achieve, strengthen his self-confidence and broaden his base of general knowledge and experience, in addition to helping him do better in school. Perach tutors are not trained for their task beforehand nor instructed, except in a very general sense, as to how to proceed once in the field. The emphasis of the project is that it is one-to-one. The particular needs of the child, whatever they may be, are taken into account and decisions regarding the use of tutoring time are left to the tutor-child pair. It is expected that a close relationship will develop between tutor and child and that this relationship is the main instrument by which the child is propelled forward.

Obviously, there are both strengths and weaknesses to such an approach in a tutoring project. The freedom of activity allotted the tutor-child pair indeed enables the development of an intense personal bond between them. This relationship can be a positive learning experience for both parties. On the other hand, the diffusion of goals and the lack of preparation given to tutors might be considered weak points. A tutor who is uncertain exactly what to do with his child as well as one who tries to help the child in too many areas may be ineffective in the final analysis.

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[45] See the following references for details about other tutorial programs: Cloward, 1967; Summer Crash Program, 1968; Rosi, 1969; Anderson, 1970; Cairns, 1971; Gartner *et al.*, 1971; Showell, 1971; Kopp, 1972; Taylor & Fleming, 1973; Kahn, 1975; John, 1976 and Sprinzak, 1976. For information about some related projects, see Silverman, 1965; After-School Study Centers, 1969; Greene *et al.*, 1974 and Dickens *et al.*, 1977.

A. *Conditions for Success*

Given the nature of Perach it would seem that a number of conditions must be met in order for it to be an effective project. The following are perhaps the most important: 1) the proper selection of children must be made; 2) a good relationship between tutor and child must be established; 3) tutoring sessions must be conducted as expected and 4) there must be community support of the project.

With respect to the selection of children, those reaching Perach indeed seemed to be the children for whom the project was intended. They were from the disadvantaged groups in society, attending Grades 5-8 and, according to teacher assessments, were underachievers. Nevertheless, they were not a homogeneous group: some children were mainly in need of remedial help while others were more in need of a guiding hand in the form of a "big brother" or "big sister". Also, some children got to Perach who were really unsuitable for the project, either because they had too many personal and academic problems or too few obvious difficulties. In the first case tutors felt inadequate to cope with all of the children's problems, while in the second instance tutors felt unneeded. Greater care must be taken in the future to sift the unsuitable children out and to match children with tutors who can answer their needs.

Since the basis of the project is a one-to-one relationship, the establishment of a good bond between tutor and child would seem to be essential. It is very difficult, however, to define what constitutes a "good relationship". The assumption must be that if tutors and children are satisfied with the project, and are happy to meet together, then their relationship is good. The great degree of satisfaction expressed by both children and tutors leads one to believe that this condition was generally being met. It should be noted that establishing a good relation is not always easy and that many tutors reported having had difficulties getting their children to relax and open up to them.

Another condition for successful implementation is for tutoring sessions to be held in a beneficial way. As mentioned earlier, few directives are given to tutors. Neither location nor content of meetings are dictated. It is recommended that at least a few of the initial meetings are held in the child's home and apparently this was being done. With respect to content most tutors and children reported concentrating on academic matters. This in no way means that study was their sole activity. Nearly all tutors devoted at least several sessions to enrichment, going with their tutees to museums, the university, a library, etc.

The only requirement which exists with respect to tutoring sessions has to do with their frequency and duration. Meetings are expected to take place twice a week for 2 hour periods each time. At least 56 meetings (7 months of activity) are expected to occur during the year as a condition for the granting of the full tuition rebate to a tutor. An examination of records showed that fewer than two-thirds of the tutors had fulfilled this requirement during the 1978-79 school year.

Despite the fact that reasons for not having meetings were often fully justified, such a situation must be regarded as problematic, having direct implications on the effectiveness of the project. One would naturally expect that the more often a child sees his tutor, the more likely it is that he can be helped by him.[46] Building a good relationship and imparting knowledge and cognitive skills all take time.

At present the general Perach policy is to take a child into Perach for only one year in order to give as many children as possible the opportunity to have a tutor. Given the various conditions which limit the number of meetings held between child and tutor, it might make sense to accept children to the project for a two year period, even if it means assigning a new tutor the second year. In this manner each child could be offerred a better chance to acquire longlasting benefits from the project.

A final condition for successful implementation is the acceptance of the project by the community. The cooperation, encouragement and enthusiasm of parents, teachers and other school personnel are important in influencing the children's attitude towards the project and the way it is received in the school. In this respect, all indications concerning Perach are quite positive. The majority of parents, teachers and school principals who were interviewed in the framework of this study were all very enthusiastic and satisfied. Also, many school principals on their own request Perach to enter their schools and very few schools drop out once they are part of the project.[47]

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[46] See Cloward, 1967; Pietrofesa, 1969; Von Harrison & Cohen, 1971 and Greene *et al.*, 1974 for data concerning the effects of time and technique on outcomes.

[47] See Appendix C2 for a sample of letters received by Project Management which express the enthusiasm of parents and school for the project.

B. *Evaluating Success*

The loose definition of goals and the differences in activity from pair to pair make it difficult to determine when Perach has been successful. Success might be defined differently for each child. In one case it may mean a higher level of academic achievement in school, in another case a greater interest in academic matters, and in still another case it may be expressed in greater attention to personal hygiene and appearance.

The assumption has been made in this study that despite the variation in tutoring activities, the main thrust of the Perach project is nevertheless academic. The facts are that the project operates through the school system, that children are selected to participate who are under-achieving, that among the stated goals achievement and motivation to achieve are primary, and that tutors themselves report mainly studying or doing homework with their children. Clearly, any measure of the project's impact has had to concentrate on academic or school-related variables.

Although the results of this study with respect to school achievement were ambiguous,[48] findings from the personal questionnaire indicated that Perach has indeed had a significant effect on the participating children. In general, disadvantaged children tend to develop negative feelings towards school since it is not the place from which they are accustomed to receiving positive reinforcement. Rejecting the school and the values it represents they turn to others, particularly to their peers, for a positive sense of self-worth.[49] These were indeed the findings obtained concerning the non-Perach children. With regard to Perach children, it appears as if this syndrome has been broken, i.e. their attitudes towards school were more positive and their need to define their self-worth by association with others was less.

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[48] It should be noted that most tutoring projects have not shown substantive results. See Sprinzak, 1976; Adler *et al.*, 1975; Cloward, 1965; The Effect of Contact with a Tutor on a Disadvantaged Child, 1977

Given these findings, the question remains as to whether these changes are permanent or only something which will disappear after contact with a tutor has ceased. Indeed, the real test of Perach's impact is to see what these children are doing several years hence, namely whether they are still in school, what they are studying and how they are performing. Only after such an investigation can one conclusively state whether Perach tutors have been able to provide disadvantaged children with the necessary push forward.

C. Perach: Today and Tomorrow

The Perach Project is still in the stages of development. Because of this continuous evolution, the project of today is not quite the same which existed more than two years ago when this evaluation study was begun. Changes have been made and are still being made in administration, emphasis and direction. Of the various changes which have occurred, the most noteworthy include: 1) the establishment of a Board of Directors to oversee operation; 2) greater interest and activity in the training and guidance of workers at all levels (tutors, coordinators and managers); and 3) the beginning of an exploration of ways to insure growth of the project.

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[49] See Bloom *et al.*, 1965; Gordon & Wilkerson, 1966; Conger, 1973 and Chen & Lewy, 1977.

Future decisions regarding project growth and training of workers can alter the nature of Perach and must be taken after their full impact on the project has been weighed. With respect to tutor recruitment, the basic question of whether growth is really desirable must be faced. Expansion of the project will be costly, it will make administration more complicated and it will necessitate tapping groups other than university students for tutors.

Concerning guidance and training of workers, two issues must be dealt with by project management. First of all, the content of any preparation given to tutors must respect the basic premise of the project, i.e. that the tutor ultimately decides what to do with the child. Any attempts to direct or restrict the content of tutoring sessions would alter the very nature of the project. Pedagogical decisions must be carefully weighed.

The second issue regarding worker training is the question of cost. The Perach operating budget is limited and the yearly turnover of workers is high. Thus the cost-effectiveness of guidance and training activities must be examined closely before decisions are made. In fact it is highly possible that, given the existing budget limitations, a decision will have to be taken as to whether Perach should grow or invest in worker training. Systematic attempts must be made to assess the impact of training on the quality of the project and its success in order to facilitate any decisions in this area.

D. Concluding Remarks

Taking into account all of the data which has been presented in this report, it can be concluded that Perach is a socially beneficial project which, at least in the short run, manifests a positive impact on the disadvantaged child's attitudes towards school. It is a project which has been received enthusiastically and has elicited satisfaction from all concerned.

On the whole, its operation is smooth, however, a number of changes are recommended which it is believed will improve the functioning of the project and strengthen its effect on the children concerned. These suggestions are presented in the following section.

VIII. RECOMMENDATIONS

1. *Ways should be explored which would lengthen tutoring time.*

   a. Contact with schools and teachers should be made at the end of the school year preceding activity. Initial home visits should be carried out during August, September and October and need not be necessarily done by the regular coordinators who begin work in October but may be done by summer staff with a full report to the regular coordinator left in the child's file. Tutor-child matching should be carried out at the time of the coordinator's interview with the tutor and introductions should be made within one week after the interview so as to minimize the time between signing up for Perach and getting into the field.

   b. Another way to lengthen tutoring time would be to assign a child to a tutor (not necessarily the same one) for two years instead of the customary one-year period. A systematic experiment of this nature should be conducted, and the development and progress of these children should be studied in order to assess the impact of such a policy.

2. *Teacher recommendations should be made at the end of the year.*

   Teachers who have worked with the children for an entire school year are in a better position to know which of them could benefit from a tutor than are the teachers who have only just begun to work with a class in September. Recommendation forms will be more accurate and the chances of unsuitable children entering the project will be minimized. Moreover, completing this activity early will enable other preparatory activities, such as home visits, to be carried out earlier than they now are done.

3. *The tutor should be encouraged to maintain regular contact with the child's teacher.* This contact could prove very useful to the tutor and is desired by the teachers.

4. *Tutors should be concentrated in fewer classes and fewer schools rather than be spread out in many classes and schools.* Not only is this way administratively simpler, but there are indications that Perach has an enhanced affect when tutors are working in a place in relatively large numbers.

5. *Efficient and inexpensive guidance programs and activities should be further developed for tutors and coordinators.*

   a. Tutors

      (1) Efforts should be made to explore the feasibility of one-day workshops which would be organized locally at each university and which would stress practical solutions to pedagogical and behavioral problems encountered by the tutors.

      (2) Written materials are now being organized by the Central Management and their effectiveness should be investigated.

      (3) Better use should be made of monthly tutor meetings. The planning and organization of these meetings should not rest exclusively on the shoulders of the coordinators who are often inexperienced and untrained for these tasks, but should be carried out with greater involvement of both local and central management.

   b. Coordinators

      (1) Workshops at the start of the year and towards mid-year should become institutionalized events held regularly every year.

(2) One coordinator meeting per month should be regularly devoted to the training and guidance of the coordinators. Lectures and workshops could be arranged for these meetings making use of psychologists, educators and specialists in group dynamics at each university.

6. *A realistic growth rate for the project should be set and various alternatives for attracting more tutors should be explored.*

   a. Courses in tutoring should be encouraged at the universities for which one of the requirements would be participation in Perach.

   b. Universities should be encouraged to make the granting of most of their scholarships conditional on work in Perach or other such socially important projects.

   c. An attempt should be made to attract tutors for more than one year of activity by offering them an increment to their scholarships for each additional year of tutoring. This additional sum should be more symbolic than substantial so as not to increase the budget greatly.

   d. The direction which has been taken to branch out to teacher seminaries and yeshivas should be continued and enlarged. In addition students from other post-secondary schools as well as high schools could be added to the project.

   e. It is not recommended to increase the proportion of tuition rebated in order to attract more tutors. This step would greatly increase the required budget and its effectiveness is uncertain. Moreover, substantially increasing the rebate would greatly reduce the voluntary aspect of the project.

7. *If a system of administrative forms exists for the purpose of alleviating work, then it should be treated seriously by the workers at all levels.* The extensive degree of recordkeeping carried out by the Central Management is a worthless endeavor if records are unreliable and incomplete. Moreover, by insisting that all forms turned in are complete, the necessity to duplicate forms is avoided and less time is wasted on paperwork by all.
8. *An independent audit of expenses should be carried out every 2-3 years for accountability purposes.*
9. *An internal evaluation system should be established* by which Perach Management could periodically check the long run and short run outcomes of the project, as well as receive systematic feedback regarding various aspects of implementation and administration.

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APPENDIX A:

RESEARCH INSTRUMENTS

APPENDIX A1

Sample Questions and Reliability Coefficients for Cognitive Tests

English

Grade Level	Sub-area and Sample Questions	# of Questions in Sub-area
9 Cronbach α Reliability - Total Test (n upon which α is based) .92 (23)	Grammar 1. She knows English very well. a) She not know English very well. b) She is not know English very well. c) She does not know English very well. d) She do not know English very well. 2. You will come, _____ you? a) can't c) don't b) aren't d) won't	15
	Vocabulary 1. We don't know all the facts. We need more ________. a) exhibition c) dictation b) information d) composition 2. The book is lost. We must _____ it. a) look out c) look up b) look for d) look at	9
	Comprehension Dear Ran, I have two little sisters. Dana is 5 years old, and Mina is two years old. We have a little bird. Its name is Tweety. It sings beautifully. It has a large cage. The door of the cage is always open, and the bird flies around the room. It comes to the kitchen and eats bread and fruit. It goes into its cage by itself at night. Your friend, Rami	6

English

Grade Level	Sample Questions
9 (cont'd)	1. Who puts the bird into the cage at night? a) The mother does b) Nobody, it goes in by itself c) Rami does d) The cage does 2. Where does the bird sleep? a) In the cage b) In the kitchen c) In the bread d) In the sister's bed

English

Grade Level	Sub-area and Sample Questions	# of Questions in Sub-area
8 Cronbach α Reliability - Total Test (n upon which α is based) .92 (29)	Grammar 1. I ____ walking quickly because it's cold. a) am c) are b) is d) can 2. The mother feeds the baby. The baby ________ by the mother. a) was fed c) is fed b) am fed d) will be fed	15
	Vocabulary 1. He goes to school _____ he eats his breakfast. a) during c) before b) after d) while	2
	Comprehension There are many cars in the streets of Tel Aviv, and Tamar is very careful. She looks right and left before she crosses the street. Her mother is glad that Tamar is careful. 1. Why does Tamar look right and left? a) to see that no cars are coming b) to see her mother c) to see Tel Aviv d) to see children playing 2. In what way is Tamar careful? a) She looks right and left b) There are many cars c) Her mother is glad d) She crosses the street	8

English

Grade Level	Sub-area and Sample Questions	# of Questions in Sub-area
7 Cronbach α Reliability - Total Test (n upon which α is based) .91 (49)	Grammar 1. He ____ books. a) has c) is b) have d) am 2. I ____ see my friend tomorrow. a) am c) are b) am going to d) did	17
	Vocabulary 1. My hands are clean. They are not ______. a) small c) bad b) dirty d) black 2. This is an old house. It is not a _____ house. a) small c) dirty b) bad d) new	8
	Comprehension My good friend Bob likes to play football. One day I played with Bob and I hit his head with the ball. Bob was not angry. He smiled and threw the ball back to me. 1. What does Bob play? a) my friend c) his head b) football d) with me 2. The story tells us that: a) Bob likes to learn b) Bob has a sister c) Bob likes his friend d) Bob is very angry	6

English

Grade Level	Sub-area and Sample Questions	# of Questions in Sub-area
6 Cronbach α Reliability - Total Test (n upon which α is based) .85 (68)	Grammar 1. You _____ a new pencil. a) has c) are e) am b) have d) is 2. The boy and the girl _____ good pupils. a) has c) have e) are b) is d) am	13
	Vocabulary 1. My father and mother are my _____. a) children c) aunts b) parents d) daughters 2) In the morning we put on our ____. a) books c) lessons b) breakfast d) clothes	7
	Comprehension 1. It is ten past two. a) 9.30 c) 6.00 e) 8.00 b) 2.45 d) 7.15 f) 2.10	6

Mathematics

Grade Level — Sub-area and Sample Questions — # of Questions in Sub-area

8 - 9

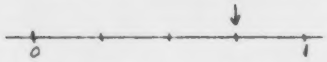
Fractions — 7

1. $\frac{1}{2} + \frac{1}{3} + \frac{1}{4} =$

   a) $\frac{9}{12}$ c) $1\frac{1}{12}$

   b) $\frac{11}{12}$ d) $1\frac{1}{6}$

Cronbach α Reliability
- Total Test
(n upon which α is based)
.91 (32)

2. 

   Which set expresses the number under the arrow?

   a) $\left(\frac{1}{4}, \frac{2}{8}, \frac{3}{12}, \frac{4}{16}\right)$

   b) $\left(\frac{1}{3}, \frac{2}{6}, \frac{3}{9}, \frac{4}{12}\right)$

   c) $\left(\frac{1}{3}, \frac{2}{4}, \frac{3}{6}, \frac{4}{8}\right)$

   d) $\left(\frac{3}{4}\ \ \frac{6}{8}, \frac{9}{12}, \frac{12}{16}\right)$

Properties — 4

1. 21 x 32 =
   a) (20x32) + (1 x 32)
   b) (2x32) + (1 x 32)
   c) (20x32) + (1 x 2)
   d) (21x30) + (2 x 30)

2. Which is greatest?
   a) $2\,\overline{)\,252}$
   b) $3\,\overline{)\,252}$
   c) $4\,\overline{)\,252}$
   d) $6\,\overline{)\,252}$

Mathematics

Grade Level — Sub-area and Sample Questions — # of Questions in Sub-area

8 - 9 (cont'd)

Algebra — 6

1. $2(x+3) = x(5+3)$ Solve for x:

   a) $x = 1$ c) $x = 6$

   b) $x = 0$ d) $x = 8$

2. $(3x + 2y = 1)$ $(2x - 3y = 5)$ Solve the system

   a) (1, 1) c)(1, -1)

   b) (-1, -1) d)(-1, 1)

Word Problems — 4

1. If Shmuel stands in the 5th place in line and Uri stands in the 12th place, how many children stand between Shmuel and Uri?

   a) six c) eight

   b) seven d) nine

2. If the average of 5 numbers is 12 and the sum of the first four is 52, what is the fifth number?

   a) 8 c) 40

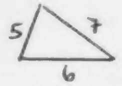
   b) 12 d) 60

Measurement — 5

1. What is the perimeter of the triangle

   a) 11 c) 18

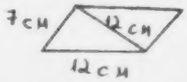
   b) 13 d) 30



2. Calculate the perimeter of the parallelogram

   a) 19 cm c) 38 cm

   b) 31 cm d) 54 cm



Mathematics

Grade Level

Sub-area and Sample Questions

# of Questions in Sub-area

7

Whole numbers

3

1. $3 \overline{)693}$

a) 132   c) 231

b) 212   d) 312

Cronbach α Reliability
- Total Test
(n upon which α is based)
.87 (65)

2. $\begin{array}{r} 506 \\ -\ 223 \\ \hline \end{array}$

a) 273   c) 323

b) 283   d) 383

Fractions

9

1. $\frac{7}{8} - \frac{1}{2} =$

a) $\frac{(2x7) - (8x1)}{8}$ c) $\frac{7 - 1}{8}$

b) $\frac{7 - 4}{8}$ d) $\frac{7 - 1}{8 - 2}$

2. 200.1 - 199.0

a) 1.0   c) 10.1

b) 1.1   d) 11.1

Properties

6

1. △ x 9 = (5 x 9) + (3 x 9)
What number goes in the △ ?

a) 2   c) 9

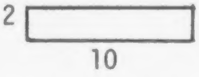
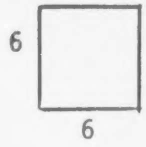
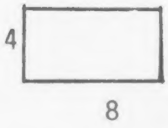
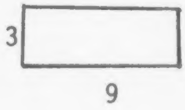
b) 8   d) 15

2. 4 + 4 + 4 + 4 + 4 = □ x 4
What number goes in the □ ?

a) 4   c) 30

b) 5   d) 24

Mathematics

Grade Level	Sub-area and Sample Questions	# of Questions in Sub-area
7 (cont'd)	Algebra 1. If □ + △ = 9, then a) △ = 9 + □ b) □ = 9 - △ c) □ = 9 + △ d) □ = △ - 9	3
	Word Problems 1. If we cut each of four sticks into quarters, how many pieces are there? a) 1 c) 8 b) 4 d) 16 2. Which number N is greater then 300? a) N = 300 x 3/4 b) N = 300 ÷ 2.3 c) N = 300 x 1.2 d) N = 300 ÷ 3/2	5
	Measurement 1. If the area of a square if 36 square cm., how long are each of its sides? a) 6 cm c) 12 cm b) 9 cm d) 18 cm 2. Which of the following has the greatest area? a)  c)  b)  d) 	4

Mathematics

Grade Level — Sub-area and Sample Questions — # of Questions in Sub-area

6

Whole Numbers — 6

1. $$\begin{array}{r} 38 \\ \underline{\times\ 9} \end{array}$$

a) 372 c) 342

b) 346 d) 407

Cronbach α Reliability
- Total Test
(n upon which α is based)
.85 (70)

2. $$\begin{array}{r} 6 \\ 62\,\overline{)\,376} \\ \underline{\boxed{}} \\ 4 \end{array}$$

Which number goes in the box?

a) 4 x 62 c) (4 x 62) + 6

b) 6 x 62 d) (6 x 62) + 4

Fractions — 8

1. $7\frac{3}{4} =$

a) $7 + \frac{3}{4}$ c) $7 \times \frac{3}{4}$

b) $7 - \frac{3}{4}$ d) $7 \div \frac{3}{4}$

2. $\frac{1}{2} + \frac{1}{3} + \frac{1}{4} =$

a) $\frac{9}{12}$ c) $1\frac{1}{12}$

b) $\frac{11}{12}$ d) $1\frac{1}{6}$

Mathematics

Grade Level — Sub-area and Sample Questions — # of Questions in Sub-area

6 (cont'd)

Properties — 6

1. 21 x 32 =
   - a) (20 x 32) + (1 x 32)
   - b) (2 x 32) + (1 x 32)
   - c) (20 x 32) + (1 x 2)
   - d) (21 x 30) + (2 x 30)

2. △ x 9 = (5 x 9) + (3 x 9)

   What number goes in △

   a) 2 c) 9

   b) 8 d) 15

Word Problems — 5

1. The average of 5 numbers is 12 and the sum of the first 4 is 52. What is the fifth number?

   a) 8 c) 40

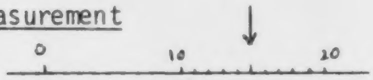
   b) 12 d) 60

2. If Shmuel stands in the 5th place in line and Uri stands in the 12th place, how many children stand between Shmuel and Uri?

   a) six c) eight

   b) seven d) nine

Measurement — 4

1. 

   Which number does the arrow point to?

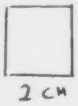
   a) 12 c) 17

   b) 15 d) 25

2. If we want to draw a square like this with string, how much string would we use?

   a) 4 cm c) 12 cm

   b) 8 cm d) 16 cm



Mathematics

Grade Level   Sub-areas and Sample Questions   # of Questions in Sub-area

5

Cronbach α Reliability
-Total Test
(n upon which α is based)
.90 (40)

Whole Numbers

6

1. $12 \triangle 4 = 8$

   Which operation goes in the $\triangle$?

   a) +   c) x

   b) -   d) ÷

2. Divide $5 \overline{)125}$

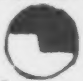
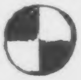
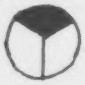
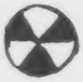
   a) 27   c) 21

   b) 101   d) 25

Fractions

4

1. Which diagram does not represent 1/2?

   a)  b)  c)  d) 

2. $7\frac{3}{4} =$

   a) $7 + \frac{3}{4}$ c) $7 \times \frac{3}{4}$

   b) $7 - \frac{3}{4}$ d) $7 \div \frac{3}{4}$

Properties

6

1. $9 - 7 = \boxed{} - 9$

   What number goes in the box?

   a) 2   c) 11

   b) 7   d) 16

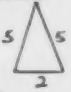
2. $4271 = 4000 + 200 + \boxed{} + 1$

   What number goes in the box?

   a) 7   c) 700

   b) 70   d) 7000

Mathematics

Grade Level	Sub-areas and Sample Questions	# of Questions in Sub-area
5 (cont'd)	Word Problems 1. Which expression is twice (8 + 8)? a) 2 + 8 + 8 c) 4 + 12 b) 16 + 8 d) 16 + 16 2. On a test of 100 questions a person gets $\frac{3}{4}$ of them correct. How many questions did he miss? a) 25 c) 75 b) 40 d) 4	4
	Measurement 1.  Find the perimeter. a) 10 c) 25 b) 12 d) 50 2. How many hours are there in 150 minutes? a) 2 c) 3 1/2 b) 2 1/2 d) 5	4

Reading

Grade Level

9

Cronbach α Reliability
- Total Test
(n upon which α's based)
.78 (29)

Paracoutin started to rise in Mexico in February 1943. During one week, it reached the height of 150 meters and now it is about 3000 meters high. Now Paracoutin in sleeping.

What is Paracoutin? Paracoutin is the only volcano in the world that could be observed from the very beginning of its formation. On February 20th, 1943, a farmer and his wife were on their way from the village Paracoutin to their work in the corn fields. They were surprised when they felt that the ground under their feet was hot. Suddenly they heard noises from the depth of the earth and noticed a hollow in the field. In the afternoon there was suddenly a great uproar and rocks were flying in the air. The farmers ran away from the field. Looking backwards, they saw the formation of the volcano. Rocks and lava were spurting out of the ground and a small hill started to form. Towards the evening the hill had reached a height of 30 meters and the village was covered with hot ashes. The glow from the burning lava lit up the surrounding area at night. The trees near the village were burned down and the villagers were forced to leave their homes. Some time later, the volcano was named after the village. The news spread quickly and reached Mexico City, far in the east. Many scientists and curiosity seekers flocked to the area. For ten years the volcano continued to erupt, destroying hundreds of square kilometers of forest. Afterwards the volcano became quiet. Despite all the eruptions not one person was killed.

Sub-area and Sample Questions	# of Questions in Sub-area
Comprehension	10

1. Paracoutin had been once the name of
   a) a farmer
   b) an ancient mountain
   c) a village
   d) a Mexican

2. What is the condition of Paracoutin today?
   a) It is spurting lava
   b) It is a dead volcano
   c) It is temporarily inactive
   d) It is flat

Reading

Grade Level	Sub-area and Sample Questions	# of Questions in Sub-area
9 (cont'd)	Application 1. What can be learnt from this paragraph about volcanos? a) They can appear in unexpected places. b) There were always volcanos on earth. c) Volcanos are active from time to time. d) Volcanos are active for only several months.	7

Reading

Grade Level

7 - 8

Cronbach α Reliability - Total Test (n upon which α is based)

7	.86 (72)
8	.72 (39)

If you want to count the many usages that paper has, you will find that the list is almost endless. Nevertheless, there was a time that this common item was rare and precious. The same piece of paper that we throw absentmindedly into the waste-basket, was once bought at a high price and carefully kept. During hundreds of years in the history of Man, paper did not exist. People wrote on sheep-skin or goat-skin that had been prepared especially, and was called parchment.

Two thousand two hundred years ago the Chinese discovered how to produce paper out of wood pulp. Later on the secret found its way to Europe. But for many years paper was produced by hand, without machines. Imagine yourself producing paper by hand, sheet after sheet. The process was simple enough, but it can be easily understood why only the rich could afford it.

The first machine for the production of paper was invented by a Frenchman called Louis Robert. According to today's standards, it was a simple machine. Since then, many European and American inventors have contributed to the development of more efficient machines, which are used now for the production of paper. Now-a-days paper is used all over the world.

Sub-area and Sample Questions	# of Questions in Sub-area
Comprehension	18

1. The process of paper production was first invented by
   a) An American
   b) The French
   c) The Chinese
   d) Louis Robert

2. Why was the process of producing paper by hand not satisfactory?
   a) It was too complicated
   b) The paper was of poor quality
   c) It was too slow
   d) It was secret

Reading

Grade Level	Sub-area and Sample Questions	# of Questions in Sub-area
7 - 8 (cont'd)	Application	11

1. The main idea in the first paragraph of this story is
   a) That only lately there is a wide-spread usage of paper.
   b) That for several usages parchment is better than paper.
   c) That it is possible to invent different usages for paper.
   d) That paper should not be thrown into the waste-basket.

2. The man that wrote this story tried to
   a) Amuse us
   b) Teach us something new
   c) Change our feelings
   d) Write a beautiful story

Reading

Grade Level

6

Cronbach α Reliability
- Total Test
(n upon which α is based)
.80 (83)

Wherever he went, Eitan took his harmonica with him, and at every party people would dance or sing to the sound of it.

When he joined the army, Eitan brought his favorite musical instrument with him and always kept it in his shirt pocket, and in his spare time he would play lovely music. One night, when he was patroling around the settlement that his unit was guarding, suddenly there were gun shots. The members of the settlement came immediately and found Eitan lying on the ground. He was hurt, but not very severely. One of the bullets had hit the harmonica. It was smashed but the bullet had not penetrated his body. Because of his harmonica he survived.

Sub-area and Sample Questions	# of Questions in Sub-area
Application	8

1. What can we conclude from this paragraph?
   - a) Keep your dearest thing in your pocket
   - b) Danger awaits both soldiers and civilians
   - c) Sometimes people's lives are saved by chance.

Grammar	1

1. What is the prose style of the above passage?
   - a) Descriptive
   - b) Conversational
   - c) Journalistic
   - d) Humorous

Reading

Grade Level

5

Cronbach αReliability
- Total Test
(n upon which αis based)
.83 (39)

The world of the bees is a wonderful world. It is a huge kingdom, in which the bees live together in communities. The hive of the bees is made of honeycombs, which are parallel to each other and have many cells in a hexagonal shape. The queen bee lays eggs in the cells, and in those cells the honey is gathered.

Sub-area and Sample Questions	# of Questions in Sub-area
Comprehension	15

1. Who is the queen bee?
   - a) The most wonderful bee
   - b) The best one in making honey
   - c) The best one in building the cells
   - d) The one which lays eggs
2. What is made out of cells?
   - a) The community
   - b) The eggs
   - c) The honeycombs
   - d) Not clear from this paragraph

Sub-area and Sample Questions	# of Questions in Sub-area
Vocabulary	11

1. What is a honeycomb?
   - a) Brush
   - b) Glue
   - c) Type of honey
   - d) Wax

Bible

Grade Level
9

Cronbach α Reliability
(n upon which α is based)
.76 (27)

Sample Questions

1. A judge in the Book of Judges is:
   - a) A man that was assigned by Joshua to be a judge
   - b) A man that the king assigned to be a judge
   - c) A man that the High Priest chose to be a judge.
   - d) A man that had brought together part of the tribes of Israel and fought their enemies.
2. In the parable about the poor man's lamb, that Nathan told David, the lamb represents:
   - a) King David
   - b) Uria
   - c) Uria's wife
   - d) Nathan, the prophet

Bible

Grade Level	Sample Questions
8	1. The stories about Moses as a young man, before God revealed His presence from the bush, emphasize: a) his wisdom b) his devotion to God c) his love of justice d) his hatred of the Egyptians
Cronbach α Reliability (n upon which α is based) .80 (29)	2. The main subject in the Song of Crossing the Red Sea is: a) Praise of the Lord b) The heroism of the children of Israel c) Rejoicing over the Egyptians' defeat d) Description of the battle between the children of Israel and the Egyptians

Bible

Grade Level

6

Cronbach α Reliability
(n upon which α is based)
.76 (71)

Sample Questions

1. Which commandment of the ones written below has to do with the relationships between "the Lord and man"?

   a) Thou shalt have no other gods before Me
   b) Thou shalt not murder
   c) Thou shalt not covet they neighbour's house
   d) Thou shalt not steal

2. "And the Lord God called unto the man and said unto him: Where art thou?"

   Rashi says: "He (God) knew where he was but He asked where Adam was to enter into conversation with him so that he should not be afraid to answer.."

   According to Rashi, God asks Adam "Where art thou" because:

   a) He does not know where he is
   b) He does not want to scare Adam
   c) He does that always when talking to Adam
   d) He wants Adam to answer him

Bible

Grade Level	Sample Questions
5	1. "Get thee out of the country and from thy kindred, and from thy father's house, into the land that I will show thee" Rashi says: God did not tell him the land (to which he will be going) immediately. Which words justify this claim? a) Get thee out b) out of thy country, and from the kindred c) and from your father's house d) into the land that I will show you
Cronbach α Reliability (n upon which α is based) .81 (33)	2. "And the whole congregation of the children of Israel murmured against Moses and against Aaron in the wilderness ..... Would that we had died by the hand of the Lord in the land of Egypt, when we sat by the flesh-pots.." What did they complain about? a) that in Egypt they had more food than in the wilderness b) that they do not have pots for cooking c) that Moses did not let them die in Egypt d) that they are not allowed to sit near the flesh-pots

General Knowledge

(Same test given to Grades 7,8,9)

Grade Level

7

8

9

Cronbach α Reliability
(n upon which α is based)

7	.82 (63)
8	.61 (30)
9	.88 (26)

Sample Questions

1. In which month (according to the secular calendar) does the school year usually start?
   a) September
   b) December
   c) April
   d) June

2. Approximately how far is it from Metula to Eilat?
   a) 500 km
   b) 50 km
   c) 2000 km
   d) 3000 km

3. Which city is furthest north?
   a) Beer Sheva
   b) Eilat
   c) Zfat
   d) Netanya

4. Uri goes to visit Danny and they go to eat together in the dining hall. Where does Danny live?
   a) a kibbutz
   b) a city
   c) a moshav
   d) a small town

5. Dalila travels from Jerusalem to Lod. What does she see on the way?
   a) the sea
   b) sand
   c) mountains
   d) lake

General Knowledge

Grade Level

8 - 9

(cont'd)

Sample Questions

6. One of Israel's most important exports is:

   a) meat
   b) copper
   c) citrus fruit
   d) oil

7. The boiling point of water is:

   a) 10°C
   b) 50°C
   c) 0°C
   d) 100°C

8. If the earth rotated faster around its axis, then

   a) only the days would be shorter

   b) only the nights would be shorter

   c) the days and the nights would be shorter

   d) the days and the nights would be longer

APPENDIX A2

Indices from Personal Questionnaire

	Standardized Cronbach α	n upon which α is based
Self-image in school 1. How would you rate yourself in school? 2. How would you rate yourself in mathematics? 3. How would you rate yourself in Bible studies? 4. How would you rate yourself in English? 5. How would you rate yourself in Hebrew? 6. How would you rate yourself in Science? 7. Are you satisfied with your progress in school?	.74	485
General academic satisfaction 1. Compare your class this year to your class from last year with respect to studies. 2. Are you satisfied with your progress in school?	.4[illegible]	485
Self-image in non-academic subjects 1. How would you rate yourself in physical education? 2. How would you rate yourself in art?	.38	494
Bagrut (matriculation examinations) aspirations 1. Do you intend to study towards a bagrut certificate? 2. Do you think that you will achieve a bagrut certificate?	.63	652
General future aspirations 1. When you finish elementary school, what do you plan to do? 2. When you are older, what occupation would you like to have?	.37	652
Extracurricular activity 1. Are you a member of any school or class committees? 2. Do you participate in any school clubs? 3. Do you belong to a youth movement, community center or youth house?	.34	845

	Standardized Cronbach α	n upon which α is based
Ethnic group loyalty	.58	845
1. When someone of your ethnic group is praised, do you feel as if you have been praised as well?		
2. When someone of your ethnic group is insulted, do you feel as if you have been insulted as well?		
Patriotism	.60	831
1. I would rather live in Israel than in any other country in the world.		
2. Israelis should stay in Israel, even if it is more difficult for them than in another place.		
3. Even if life is more difficult for me, I will live in Israel.		
General self-concept	.67	751
1. It is hard to be friends with me.		
2. I am not satisfied with myself.		
3. I feel that my family does not trust me.		
4. I prefer to be by myself than with others.		
5. I feel as if I can do nothing well.		
Social self-concept	.55	751
1. I am a sociable person.		
2. I get along well with others.		
3. I can do things as well as others.		
4. When I have a task, I do it well.		
5. I feel that I am just as worthy a person as anyone else.		
Family self-concept	.48	751
1. I have a family that will always help me.		
2. I feel that I am important to my family.		
3. I sometimes am embarrassed to bring friends home.		

APPENDIX A3

Teacher Assessment Form

School: ____________________

Teacher's Name: ______________

Class: ____________________

Child's Name: ______________________ Sex: ________

Address: ______________________

Identity Card Number:

Year of Birth: __________________

Father's Name: ______________________ Country of Origin: __________

Date of Immigration to Israel: ______

Languages Spoken at Home: __________________________

No. of Children in Family: __________________________

Size of Dwelling Unit (number of rooms): ______________

No. of Persons Living at Home: ______________________

Father's Occupation: ______________ Father's Education: ______________

Mother's Occupation: ______________ Mother's Education: ______________

Has the child ever had a tutor in the past? yes/no

If yes, for how long? ____________________

Has the child ever received treatment or help outside the regular school framework? yes/no

If yes, please explain ____________________

I this the first year that the child is attending this school? yes/no

If yes, in what school was he last year? ______________________

Please rate the child with respect to the following factors:

1. Performance in school
   - a) very good
   - b) good
   - c) average
   - d) barely satisfactory
   - e) unsatisfactory

2. Potential learning ability
   - a) very good
   - b) good
   - c) average
   - d) poor
   - e) very poor

3. Persistence
   - a) very good
   - b) good
   - c) average
   - d) barely satisfactory
   - e) unsatisfactory

4. Peer group standing
   - a) very good
   - b) good
   - c) average
   - d) poor
   - e) very poor

5. Does the child have behavioral problems?
   - a) none
   - b) few
   - c) some, but not serious ones
   - d) serious
   - e) severe

6. Child's family economic situation
   - a) very good
   - b) good
   - c) satisfactory
   - d) bad
   - e) receives welfare support

7. The child's difficulties in school derive from:

low ability yes/no
lack of motivation yes/no
problems at home yes/no
poor environmental conditions yes/no
other ______________________

8. What is the child's situation in the following school subjects?

	Ability group				Evaluation			
	A	B	C	None	Very good	Good	Satisfactory	Unsatisfactory
Mathematics								
English								
Hebrew								

9. In which school subjects do you feel the child needs help?

____

10. Do you think the child needs a tutor with any special characteristics or abilities? yes/no

If yes, please explain ____________________

Remarks: ____________________________________

____

____

Teacher's signature: ____________ Coordinator's signature: ____________

Date: __________

Tutor's name: ______________ Identity card number ☐☐☐☐☐☐☐☐

Tutoring activity began __/__/__

Day Month Year

APPENDIX A4

Tutor Candidate Form

Identity No. ___________

Name: ___________________________ Year of birth: ___________________

University: ___________________ Father's country of origin: ________

Sex: ___________________________ Marital status ___________________

Expected number of class hours per week: ___________________________

Year at university: ____

Major areas of study: 1) ___________________

2) ___________________

3) ___________________

Permanent address: _________________________________ Tel: ____________

Temporary address: _________________________________ Tel: ____________

Name of university out of which student will work (if different from above):

____

I belong to the Sephardic Federation

1) yes

2) no

(To be filled in by coordinator) Starting date: ____________________

day month year

I was a Perach tutor in the past.

1) yes, at which school ___________________

2) no

I have had prior experience a) in teaching

b) as a youth leader

c) as a tutor

d) giving private lessons

I have had prior experience working with the disadvantaged

1) yes ___________________

2) no

In addition to participating in Perach this year I will work:

1) 1/4 time
2) 1/2 time
3) Full-time
4) I do not plan to work

(To be completed by interviewer)

Interested in working as a tutor/in a youth center

Interested in working in regular school/ religious school/Arab school/ Druze school

Interested in working in grades 5-6/ 7-8/ 9-10

Interested in working in the following neighborhoods or communities:

1) ____________________
2) ____________________

Comments: ____________________

APPENDIX A5

Termination of Tutoring Activity

University: ______________________ Coordinator's Name: ______________________

Tutor's Name: ______________________ Child's Name: ______________________

School: ______________________ Grade: ______________ Child's Code: ______________

Starting Date: ______________________

Termination Date: ______________________

Reasons for Termination of Activity:

1) Problems related to tutor: ______________________________

____

____

2. Problems related to child: ______________________________

____

____

3. Other difficulties: ______________________________

____

____

______________________ Signature

______________________ Position

APPENDIX A6

Recruitment Poll

A. Have you ever heard of Project Perach?
   1. yes
   2. no
   3. yes, I have already volunteered

If your answer to this question is yes, please continue with the questionnaire.

B. Did you consider joining Perach?
   1. yes
   2. no

C. Why did you decide not to join?
   1. I did not know where to sign up.
   2. Not enough time, heavy study and/or work load.
   3. I do not need money.
   4. The scholarship is too small.
   5. The purpose of the project is not important in my eyes.
   6. I have no work experience with children.
   7. I must work to support myself.
   8. Transportation problems.
   9. I must devote my free time to my family.
   10. I do not believe that such an activity can help disadvantaged children.
   11. I have heard bad things about Perach.
   12. Other ______________________________

D. A Perach tutor meets his child twice a week for two hours each time. Did you know this?
   1. yes
   2. no

APPENDIX A7

A. End-of-the-year Postcard Questionnaire

Please answer the following questions.

1. How many times per week did you generally meet with your tutor during the past school year?
   I met him (her) _______ times a week.
2. How long did each meeting usually last?
   a) less than one hour
   b) 1 - 2 hours
   c) more than 2 hours
3. What is your opinion of the meetings? (You may circle more than one answer)
   a) very helpful
   b) somewhat helpful
   c) not at all helpful
   d) a waste of time
   e) I met the tutor willingly
   f) I was forced to meet the tutor
4. Would you like to have a tutor next year?
   a) yes
   b) no
   c) don't know
5. In your opinion, how should meetings with the tutor be spent?
   a) studying and preparing homework
   b) preparing for examinations
   c) visiting museums and libraries
   d) discussing personal problems
   e) playing games and taking trips

B. Postcard Questionnaire sent during school year

Please answer the following questions.

1. How many times a week did you meet your tutor during the last two weeks? ______________________________

2. About how long did each meeting last?
   - a) less than one hour
   - b) one hour
   - c) two hours
   - d) three hours
   - e) more than three hours
3. Do you feel that your meetings with the tutor help you?
   - a) very much
   - b) somewhat
   - c) not at all
4. Most of the time we:
   - a) talk
   - b) play
   - c) do homework
   - d) study
   - e) other ______________________________

APPENDIX A8

Tutor Implementation Questionnaire

Name: ____________________	University: ____________________
Identity card number: __________	School where working: __________
Year at university: ______________	Major subject: ______________
Year of birth: ________________	Marital status: ______________
Father's country of origin: ________________________	

1. During the past school year were you working somewhere else in addition to Perach?
   - a) no
   - b) yes, 1/4-time elsewhere
   - c) yes, 1/2-time elsewhere
   - d) yes, full-time elsewhere

2. Did you have prior experience working with disadvantaged children?

   yes/no

3. Did you have prior experience in any of the following areas?

teaching	yes/no
working with youth	yes/no
tutoring	yes/no
giving private lessons	yes/no

4. How did you first hear about Perach?
   - a) From a letter sent to me from Perach
   - b) From posters and announcements on campus
   - c) From the university registration forms
   - d) From friends
   - e) Other ____________________

5. Why did you decide to join Perach? Rank the following reasons in order of their importance in influencing your decision to join.

   ☐ Because of the scholarship

   ☐ Because I wanted to get to know a sub-population that I did not know

   ☐ Because the subject is close to my area of study/work

   ☐ Because of an awareness of the problems of the disadvantaged in Israel

   ☐ Other ________________________________

6. What is your opinion of the scholarship given by Perach?
   - a) It should not be given
   - b) It is suitable compensation for the tutor's activities
   - c) It should be increased
   - d) If it is not increased, I will not be a tutor again even if I am able to be one

Questions concerning the tutee

7. In making your initial contact with the child, did you encounter any problems? yes/no

   If yes, try to define the source of the problem ______________________

   ____

8. How well did the child cooperate during the school year?
   - a) very well
   - b) reasonably well
   - c) somewhat
   - d) not very well
   - e) not at all

9. Did any of the following persons or problems interfere with your work with the child?

School principal	yes/no
School counsellor	yes/no
Teachers	yes/no
Child's family	yes/no
Lack of budget for special activities	yes/no
Lack of teaching aides	yes/no
Differences in teaching methods	yes/no

10. How would you describe the degree of cooperation with the project which was manifested by the school?
   - a) enthusiastic
   - b) good
   - c) satisfactory
   - d) poor

11. To what extent did you help the child solve his social and personal problems?
   - a) greatly
   - b) somewhat
   - c) not at all
   - d) he had no particular problems

12. To what extent did you help improve the child's capacity to study by himself?
    - a) greatly
    - b) somewhat
    - c) not at all
    - d) he already was able to study alone

13. On the average how many times a week did you meet with the child?
    - a) once a week
    - b) twice a week
    - c) three times or more per week

14. Indicate the percentage of meeting time spent doing the following activities.
    - ☐ homework
    - ☐ studying
    - ☐ talking
    - ☐ playing games
    - ☐ other ______________________

15. Where did your meetings with the child usually take place?
    - a) at my house
    - b) at his (her) house
    - c) equally at my house and his (her) house
    - d) at school
    - e) other ______________________

16. In your opinion do you think study aides (which do not exist in school) should be used? yes/no

17. Did you become involved with the problems of other family members? yes/no

    If yes, in what way were you involved? ______________________

    ____

As a result of the tutoring activity, did the child change in any of the following areas?

	Great Positive Change	Slight Positive Change	No Change	Change for the Worse	No Change was Needed
18. Performance in school					
19. Broadened horizons					
20. Attitude towards school					
21. Motivation					

Questions concerning the tutor

22. What expectations did you have when you joined Perach?

____

____

23. Were your expectations met?____________________

____

24. In your opinion is there a need to provide the tutors with professional counselling? yes/no

25. If yes, what type of counselling is most necessary?
    a) pedagogical - psychological
    b) counselling with respect to the school subjects
    c) both a) and b)

26. In what forum should this counselling be given?
    a) During special training given before the tutors begin to work
    b) In group meetings
    c) During office hours of counsellor
    d) Other ____________________

27. Do you feel that you personally benefitted from working in Perach?

____

____

28. Will you work as a tutor again next year? yes/no

29. If yes, do you want to continue working with the same child?
    a) yes
    b) no
    c) it doesn't matter

30. If you do not plan to work next year as a tutor, indicate your reasons for not wanting to do so.
    a) The monetary compensation is insufficient
    b) I will not be at the university
    c) My study load will not enable it
    d) I don't think Perach is important
    e) Because getting the scholarship also depends on attending meetings and filing reports
    f) Other ____________________

Remarks: ____

____

APPENDIX A9

Tutor Administration Questionnaire

University: ____________________ Major subject: ____________________

Father's country of origin: __________ Sex: M/F

1. Were you a Perach tutor last year? yes/no

2. What was the primary reason you joined Perach (indicate only one answer)
   a) the scholarship
   b) the subject is related to my major subject
   c) a desire to participate in a worthwhile project
   d) other: ____________________

3. What information should a tutor have about his child before their first meeting? ____________________

4. Did you have all of this information before your first meeting? yes/no
   If not, what information were you lacking? ____________________
   Did you attempt to get this information on your own? yes/no
   Explain: ____________________

5. What are the main factors which should be considered when a tutor-child pair are formed? (indicate no more than two)
   a) the proximity of their homes
   b) the ability of the tutor to handle the child's specific difficulties
   c) common hobbies and interests
   d) there is no need to consider any particular factors
   e) other: ____________________

6. In your opinion, who among the people mentioned below, should be involved with the following tasks?

	Central Administration	Local Manager	Coordinators	Secretary	Tutors	Other	*
Tutor recruitment							
Tutor-child matching							
Distribution of written material on Perach							

	Central Administration	Local Manager	Coordinators	Secretary	Tutors	Other	*
Regular contact with the schools							
Data collection for research purposes							
Organization of library, game room, teaching aids							
Professional counselling for tutors							
Monthly tutor meetings							
Planning special activities for tutors and children							
Authorizing scholarships for tutors							
Planning of next year's activities							

* If at present someone is taking care of these tasks who shouldn't be, in your opinion, indicate who this is in the column marked *

7. According to the Central Administration's directives, a coordinator is supposed to visit each child's home once at the start of the school year and once during the year. Do you feel these visits are important?
   a) A coordinator does not need to visit the childrens' homes at all
   b) One visit is enough at the beginning of the year
   c) It is important that a coordinator visits twice
   d) It is desirable that a coordinator visit the childrens' home more than twice during the year

8. How would you define your work relations with each of the following people?

	No contact	Positive	Neutral	Negative	Comments
Other tutors in your group					
Coordinators					
Local manager					
Secretary					
Central Administration					
Teacher, School counsellor					
Child's family					

9. A. What is your opinion of the monthly tutor meetings?
   - a) They are interesting
   - b) They serve their purpose
   - c) They are boring, but essential
   - d) A waste of time

   B. What should be the main purpose of the monthly meetings in your opinion? ____________________

   C. Can you offer suggestions for improving the monthly meetings?

   ____

   D. Do you have a hard time getting to the monthly meetings?
   - a) yes, explain: ____________________
   - b) no

10. What is your opinion of the guidance given to you for carrying out your job?
   - a) There is too much guidance given
   - b) There is sufficient guidance provided
   - c) There is not enough guidance provided. Additional guidance should be given in the following areas: ____________________

   ____

11. Do you feel that you are carrying out your job as best as possible?
   - a) yes
   - b) no

   If not, what prevents you from doing a better job?
   - a) personal reasons
   - b) unsuitability to the job

c) administrative problems, explain: ______________________________
d) lack of guidance
e) other, explain: ______________________________

12. In general, how are each of the following people carrying out their job in your opinion?

	I don't know	Very well	Well	Reasonably	Poorly	Very poorly
Tutors						
Coordinators						
Secretary						
Manager						
Central Administration						

13. In your opinion, should social activities be organized for the tutors?
a) yes What kind of activities? ______________________________
b) no Reasons: ______________________________

14. What is your opinion of the extent of control which exists on the tutor's work?
a) There is no control
b) Not enough control
c) Enough control
d) Too much control

15. Are there tutors who are not fulfilling the minimal requirements of their job?
a) yes
b) no
c) I don't know

16. Do you have any suggestions for improving certain aspects of Perach?
a) no
b) yes, explain: ______________________________
____

If yes, have you suggested them to the appropriate people?
a) no Why not? ______________________________
b) yes

17. Express your opinion on the following statements on the basis of your experience in Perach.

    A. A social science major is more likely to be a successful tutor than a student majoring in another field.

       a) Agree

       b) Disagree

    B. It is important that a tutor have prior experience in working with youth, giving private lessons or teaching.

       a) Agree

       b) Disagree

    C. It is important that a tutor have prior experience working with the disadvantaged.

       a) Agree

       b) Disagree

    D. It is easier for a tutor to identify with the child's problems if he comes from a similar background himself.

       a) Agree

       b) Disagree

    E. A tutor who volunteers to Perach only because of the scholarship will not do as good a job as a tutor who joins Perach for other reasons.

       a) Agree

       b) Disagree

APPENDIX A10

Coordinator Questionnaire

University: ____________________ Major subject: ____________________

Father's country of origin: ____________________ Sex: M/F

No. of tutors in your group: ____________________ No. of schools in your charge: ______

1. Did you work in Perach last year? yes/no

   If yes, in what role?

   a) tutor

   b) coordinator

2. What was the primary reason you joined Perach? (indicate only one answer)

   a) a job with convenient and flexible working hours

   b) the subject is related to my major subject

   c) a desire to participate in a worthwhile project

   d) other: ____________________

3. What information should a tutor have about his child before their first meeting? ____________________

4. Did you transmit all of this information to your tutors before they met with their children?

   a) yes

   b) no What information did you not give them and why?

   ____

5. What are the main factors which should be considered when a tutor-child pair are formed? (indicate no more than two)

   a) the proximity of their homes

   b) the ability of the tutor to handle the child's specific difficulties

   c) common hobbies and interests

   d) there is no need to consider any particular factors

   e) other: ____________________

6. Who, in your opinion, among the people mentioned below should be involved with the following tasks?

	Central Administration	Local Manager	Coordinators	Secretary	Tutors	Other	*
Tutor recruitment							
Tutor-pupil matching							
Initial contact with schools							
Filling out Forms 1A + 1B							
Distribution of written material on Perach							
Regular contact with schools							
Fund raising							
Data collection for research purposes							
Organization of library, game rooms, teaching aids							
Professional counselling for tutors							
Decisions concerning budget allocations							
Weekly coordinator meetings							
Monthly tutor meetings							
Planning of activities for tutors and children							
Granting of scholarships							
Planning of next year's activities							

* If at present someone else is handling these tasks, please indicate in the column marked *

7. The Central Administration requires the coordinators to visit each child's home once at the start of the school year and once during the year. Do you feel these visits are important?
   - a) There is no need for any visits
   - b) One visit at the start of the year is sufficient
   - c) It is important for a coordinator to visit twice
   - d) More than two visits a year would be desirable

   Comments: ______________________________

8. How would you describe your work relations with the following people?

	No contact	Positive	Neutral	Negative	Comments
Tutors in your group					
Other coordinators					
Local manager					
Assistant manager					
Secretary					
Central Administration					
School teachers					
School principal					
School counsellors					
Childrens' families					

9. When did you make your initial contact with your school(s)?

   ____

10. Did you encounter any difficulties in receiving Form 1A from the school(s)?
    - a) yes, explain: ______________________________
    - b) no

11. In what way, if at all, were you involved in tutor recruitment?

    ____

12. Of the various recruitment methods used at your university which were the most effective, in your opinion? ______________________________

    ____

    Which were the least effective? ______________________________

13. In your opinion, what is the purpose of the monthly tutor meetings?

    ____

    ____

14. Did you encounter any difficulties in planning and organizing the monthly tutor meetings?
   a) yes, explain: ______________________________
   b) no

15. In your opinion, do most of the tutors come willingly to the monthly meetings?
   a) yes
   b) no, why not? ______________________________

16. Approximately how many of your tutors per month take advantage of the opportunity to meet you during your office hours?
   a) Nearly all of them
   b) About half of them
   c) Less than half
   d) Almost no one

17. Most of the problems raised by the tutors either during office hours or in monthly meetings are:
   a) administrative, explain: ______________________________
   b) related to their relationship with their children, explain: __________
   c) other, explain: ______________________________

18. What type of problems do your tutors have for which you feel incapable of helping them solve? ______________________________
   ____

19. In situations in which you are unable to help a tutor, are you able to send him to a professional person for guidance?
   a) yes
   b) no

   Do the tutors actually consult with these people?
   a) yes
   b) no
   c) don't know

20. What is your opinion of the weekly coordinator meetings?
   a) Interesting
   b) To the point; achieve their purpose
   c) Boring but essential
   d) A waste of time

   Comments: ______________________________

21. To what extent did the seminar held at the start of the year at the Weizmann Institute help you carry out your job as coordinator?
    a) Helped very much
    b) Helped to some extent
    c) Did not help at all
    d) I did not attend the seminar

22. To what extent did the "Coordinator Folder" help you carry out your job as coordinator?
    a) very much
    b) to some extent
    c) not at all

23. Do you feel that you receive enough guidance in your job?
    a) yes
    b) no
    If no, in which areas do you feel you need additional guidance?
    ____

24. Do you feel you are carrying out your job as best as possible? yes/no
    If not, what prevents you from doing a better job?
    a) personal reasons
    b) unsuitability to job
    c) administrative difficulties, explain: ______________
    d) lack of guidance
    e) other, explain: ______________

25. In your opinion, how well are the following people carrying out their jobs?

	Don't know	Very well	Well	Reasonably well	Poorly	Very poorly
Tutors						
Coordinators						
Manager						
Central Administration						

26. Do you think it is worthwhile to organize social activities for the tutors?
    a) yes
    b) no
    Why? ______________________________

27. What, in your opinion, is the amount of control exercised over the tutors' work?
    - a) There is no control
    - b) There is not enough control
    - c) There is enough control
    - d) There is too much control

28. Are there, in your opinion, tutors who do not fulfill the minimal requirements for their job?
    - a) yes
    - b) no
    - c) don't know

29. Do you have any suggestions to improve Perach?
    - a) no
    - b) yes, explain: ______________________________________

    ____

    Have you suggested them to the appropriate people?
    - a) no, why not? ______________________________________
    - b) yes

30. On the basis of your experience in Perach, what is your opinion regarding the following statements?
    - A. A student majoring in the social sciences is more likely to be a better tutor than a student majoring in another area.
        - a) Agree
        - b) Disagree
    - B. It is important for a tutor to have prior experience working with youth, giving private lessons or teaching.
        - a) Agree
        - b) Disagree
    - C. It is important for a tutor to have prior experience working with the disadvantaged.
        - a) Agree
        - b) Disagree

D. It is easier for a tutor to identify with the child's problems if he comes from a similar background.

a) Agree

b) Disagree

E. A tutor who volunteers to Perach only because of the scholarship will not perform his job as well as someone who has joined Perach because of other reasons.

a) Agree

b) Disagree

APPENDIX A11

Manager Questionnaire

Major school subject: ____________________

Sex: M/F

Father's country of origin: ____________________

1. Did you work for Perach last year? yes/no

   If yes, in what capacity?

   a) tutor

   b) coordinator

   c) manager

2. What was the main reason which caused you to join Perach? (Indicate only one)

   a) a job with convenient and flexible hours

   b) the subject is related to what I am studying

   c) a desire to be part of a worthwhile project

   d) other: ____________________

3. What information should a tutor have before he meets for the first time with his child? ____________________

4. What factors should be considered in the matching of tutors and children? (indicate not more than two)

   a) proximity of their homes

   b) ability of tutor to help with the child's specific problems

   c) common hobbies and interests

   d) no need to take anything into consideration

   e) other, explain: ____________________

5. In your opinion, who among the people mentioned below should be involved with the following tasks?

	Central Administration	Local Manager	Coordinators	Secretary	Tutors	Other	*
Tutor recruitment							
Tutor-child matching							

	Central Administration	Local Manager	Coordinators	Secretary	Tutors	Other	*
Initial contact with schools							
Filling out of Forms 1A & 1B							
Distribution of written material on Perach							
Regular contact with schools							
Fund raising							
Data collection for research purposes							
Organization of library, game room and teaching aids							
Professional guidance for tutors							
Decisions about budget allocations							
Planning weekly coordinator meetings							
Planning monthly tutor meetings							
Planning manager meetings							
Planning events for tutors and children							
Authorizing scholarships							
Planning next year's activities							

* If at present someone else is handling these activities other than those people who should be doing so, indicate who this is in the column marked *.

6. The Central Administration expects the coordinators to visit each child's home once at the start of the school year and once during the school year. Do you feel these visits are important?

   a) There is no need for any visits

   b) One visit at the start of the year is sufficient

   c) Two visits are important

   d) More than two visits is desirable

   Comments: ____________________

7. Try to define work relations with the following people:

	No contact	Positive	Neutral	Negative	Comments
Tutors					
Coordinators					
Local Managers					
Asst. Manager					
Secretary					
Central Administration					
School Principals					
School Counsellors					
Children's Families					

8. When did you first contact the schools? ____________________

9. In what way, if at all, were you involved in tutor recruitment? ____________________

10. Which methods of tutor recruitment were most effective in your opinion?

    Which were least effective? ____________________

11. In your opinion, what is the purpose of the monthly tutor meetings?

12. Have you heard from the coordinators about any difficulties they were having in planning and organizing their monthly tutor meetings?

    a) yes, explain: ____________________

    b) no

13. To what extent are you involved in the planning and organization of the monthly meetings?
    a) to a great extent
    b) somewhat
    c) not at all; it is not part of my job

14. To what extent did the seminar which was held at the Weizmann Institute help the coordinators?
    a) to a great extent
    b) somewhat
    c) not at all

15. To what extent did the "Coordinators Folder" help the coordinators?
    a) to a great extent
    b) somewhat
    c) not at all

16. Do you feel that the coordinators receive enough guidance in carrying out their jobs?
    a) yes
    b) no

    If not, what additional guidance would you suggest for them? (Try to define specific areas and ways to provide the guidance). ____________

17. In your opinion, what is the principal purpose of the weekly coordinators meeting? ____________

    Do you feel that it is important to have coordinators meetings every week throughout the year?
    a) yes
    b) no

    Explain: ____________

18. Do you usually have difficulty getting your coordinators to work on special projects (e.g. parties, trips, etc.)?
    a) yes
    b) no

    Comments: ____________

19. In your opinion, how well are the following people carrying out their jobs?

	Don't know	Very well	Well	Reasonably	Poorly	Very poorly	Comments
Tutors							
Coordinators							
Local Manager							
Central Administration							

20. Do you feel it would be worthwhile to organize social activities for the tutors?

    a) yes

    b) no

    Explain: ______________________________

21. What is your opinion of the extent of control over the tutors' work?

    a) There is no control

    b) Too little

    c) Enough

    d) Not enough

22. Are there tutors who are not filling the minimal requirements of their job?

    a) yes

    b) no

    c) don't know

23. What is your opinion of the managers' meetings which take place twice a month at the Weizmann Institute?

    a) interesting

    b) to the point; serve their purpose

    c) boring but essential

    d) a waste of time

    What is the main purpose of these meetings in your opinion?

    ____

    Do you have any suggestions for improving these meetings?

    ____

24. In your opinion, do you think the local managers should be more involved in determining Perach policies?

a) yes

b) no, because there is enough involvement already

c) no, because it is not the role of the local managers

Comments: ____________________

25. Do you think the local managers should be given more authority over everyday matters?

a) yes

b) no

26. Do you feel that you are carrying out your job as best as possible?

a) yes

b) no

If not, what prevents you from doing a better job?

a) personal reasons

b) unsuitability to the job

c) administrative problems

d) other: ____________________

27. Do you have any suggestions for the improvement of Perach?

a) no

b) yes, explain: ____________________

Have you tried to bring them up in the appropriate forum?

a) no, why not? ____________________

b) yes

28. On the basis of your own experience in Perach, give your opinion on the following statements:

A. A social science major is more likely to be a better tutor than a student majoring in another field.

a) Agree

b) Disagree

B. It is important that a tutor have prior experience working with youth, giving private lessons or teaching.

a) Agree

b) Disagree

C. It is important that a tutor have prior experience working with the disadvantaged.

  a) Agree

  b) Disagree

D. It is easier for a tutor to identify with a child's problems if he comes from a similar background.

  a) Agree

  b) Disagree

E. A tutor who volunteers to Perach only because of the scholarship will not do his job as well as someone who joins Perach for other reasons.

  a) Agree

  b) Disagree

APPENDIX B:

ADDITIONAL TABLES

212-214

APPENDIX B1

Achievement Test Results - English (1977-78)

(X)
(sd)
(n)

Grade Level	E								C							
	Total		Grammar		Vocabulary		Reading Comprehension		Total		Grammar		Vocabulary		Comprehension	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
6	47.6 18.8 32	48.5 21.8 32	40.1 18.8 32	40.3 20.0 32	54.0 24.1 32	56.2 26.0 32	55.8 28.5 32	57.0 31.0 32	47.1 16.1 23	49.0 21.0 23	42.3 15.5 23	46.0 20.2 23	48.0 22.4 23	48.6 26.5 23	56.2 27.5 23	56.2 28.8 23
7	46.4 26.9 18***	51.4 25.1 18	41.9 24.9 18	44.3 24.8 18	58.1 30.0 18***	65.7 28.0 18	44.1 32.8 18	53.4 35.5 18	44.0 20.2 17	44.2 23.6 17	37.0 19.2 17	38.7 21.9 17	63.8 29.0 17	60.1 30.0 17	37.9 29.2 17	40.1 34.6 17
8	59.1 18.8 13	63.4 20.5 13	54.0 21.9 13	57.1 20.5 13	61.5 36.3 13	73.1 33.0 13	67.1 25.4 13	71.8 27.6 13	23.4 8.5 7***	42.3 17.3 7	24.6 13.1 7	41.4 13.1 7	42.9 34.5 7	57.1 45.0 7	15.9 17.1 7***	39.0 28.1 7
9	35.0 23.3 7***	48.4 16.8 7	31.0 19.9 7	34.0 8.9 7	40.9 29.6 7***	67.7 28.9 7	35.6 35.1 7***	54.3 31.6 7	49.0 32.2 5	53.8 26.1 5	45.2 39.8 5	45.0 22.3 5	57.2 14.3 5	57.2 23.8 5	46.4 43.2 5	69.8 41.8 5

* Pre-scores significantly different between E and C (α = .10)

** Post-scores are significantly different between E and C after controlling for pre-scores (α = .10)

*** Within group differences are significant between before and after scores.

APPENDIX B2

Achievement Test Results - Reading (1977-78)

(X)
(sd)
(n)

Grade Level	E										C									
	Total Score		Comprehension		Vocabulary		Grammar		Application		Total		Comprehension		Vocabulary		Grammar		Application	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
5	50.5 13.8 20	52.1 12.6 20	62.0 13.1 20	60.0 14.4 20	39.6 16.1 20	48.2 13.5 20	35.0 48.9 20	30.0 47.0 20	30.0 22.4 20	27.5 22.8 20	49.7 17.5 15	53.9 15.7 15	58.7 18.9 15	60.5 17.0 15	41.4 20.4 15***	49.8 19.2 15	53.3 51.6 15	53.3 51.6 15	30.0 21.5 15	28.3 22.9 15
6	52.3 14.8 52*** **	58.3 15.8 52	61.3 17.4 52***	66.5 16.9 52	51.9 17.8 52*** **	57.7 21.2 52	19.2 39.8 52	21.2 41.2 52	37.2 17.9 52*** **	44.9 21.3 52	51.1 15.9 26	51.3 19.8 26	58.0 18.2 26	59.8 20.7 26	52.3 22.0 26	49.2 22.1 26	26.9 45.2 26	30.8 47.1 26	40.7 18.9 26	39.2 24.9 26
7	53.0 20.5 30***	58.5 24.0 30	57.1 21.0 30	62.5 25.2 30	-	-	-	-	46.5 22.3 30***	52.2 23.9 30	50.9 17.9 26***	57.4 17.3 26	56.1 18.1 26***	64.2 21.0 26	-	-	-	-	42.2 20.2 26	46.7 16.7 26
8	64.9 12.7 16	60.2 13.9 16	67.5 13.3 16	62.5 15.0 16	-	-	-	-	60.2 16.7 16	56.8 18.5 16	61.7 17.0 18	59.3 21.6 18	65.9 22.4 18	64.7 23.1 18	-	-	-	-	55.0 15.7 18	50.5 22.5 18
9	47.0 19.9 7	42.6 20.8 7	47.1 22.1 7	47.1 25.6 7	57.1 53.5 7	57.1 53.5 7	25.0 22.4 7	28.6 22.5 7	58.7 23.9 7	42.4 27.2 7	50.5 13.1 13	51.4 23.7 13	53.8 14.5 13	54.6 21.5 13	53.8 51.9 13	53.8 51.9 13	38.5 26.3 13	40.4 29.8 13	53.3 21.2 13	53.3 26.9 13

* Pre-scores significantly different between E and C (α = .10)

** Post-scores are significantly different between E and C after controlling for pre-scores (α = .10)

*** Within group differences are significant between before and after scores.

APPENDIX B3

Achievement Test Results - Mathematics (1977-78)

(X)
(sd)
(n)

E

Grade Level	Total		Measurement		Word Problems		Algebra		Properties		Fractions		Whole Nos.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A
5	41.7 25.0 23	47.3 25.1 23	37.0 35.2 23***	54.3 35.1 23	20.7 25.7 23***	35.9 29.0 23	-	-	40.3 30.5 23	41.0 30.9 23	33.7 31.6 23	37.0 27.0 23	67.1 28.3 23	64.9 28.5 23
6	54.3 19.0 34***	59.3 18.9 34	69.1 38.5 34***	80.1 25.2 34	37.6 19.5 34	44.7 23.1 34	-	-	53.6 31.5 34	59.0 23.2 34	41.3 25.4 34	44.6 27.9 34	77.6 24.4 34	78.7 25.5 34
7	54.7 19.0 28***	62.7 17.3 28	50.0 35.4 28	57.1 35.3 28	38.6 23.0 28***	50.0 25.8 28	39.3 49.7 28	42.9 50.4 28	67.6 24.5 28	75.3 23.0 28	49.1 21.3 28***	56.2 19.9 28	78.6 24.3 28	85.7 15.9 28
8	45.0 10.1 9	47.0 21.8 9	60.0 20.0 9	51.1 31.8 9	36.1 25.3 9	36.1 22.0 9	29.3 18.4 9	46.0 31.0 9	63.9 22.0 9	69.4 27.3 9	42.3 17.6 9	39.2 21.1 9	-	-
9	48.5 28.5 11**	42.8 27.5 11	52.7 31.3 11	49.1 32.7 11	36.4 32.3 11** ***	27.3 34.0 11	43.6 34.4 11	43.6 35.2 11	72.7 30.5 11	68.2 33.7 11	43.7 30.2 11	33.4 29.3 11	-	-

* Pre-scores significantly different between E and C (α = .10)

** Post-scores are significantly different between E and C after controlling for pre-scores (α = .10)

*** Within group differences are significant between before and after scores.

Achievement Test Results - Mathematics (Contd.)

C

Grade Level	Total		Measurement		Word Problems		Algebra		Properties		Fractions		Whole Nos.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A
5	37.9	54.7	40.9	65.9	25.0	40.9	-	-	37.6	48.3	29.5	40.9	51.2	74.0
	27.6	22.7	42.2	39.2	27.4	28.0			29.8	24.2	35.0	35.2	32.1	22.9
	11***	11	11	11	11	11			11	11	11	11	11***	11
6	52.9	55.6	63.6	67.0	30.9	36.4	-	-	56.5	56.5	42.9	40.1	75.5	85.5
	20.5	24.4	36.8	40.4	21.1	29.4			27.6	30.7	33.4	34.0	22.9	19.5
	22	22	22	22	22	22			22	22	22	22	22***	22
7	57.3	57.8	60.5	61.8	46.3	46.3	47.4	42.1	63.8	64.7	49.8	51.1	78.9	78.9
	23.0	27.0	29.2	34.7	17.7	22.2	51.3	50.7	34.9	36.5	30.3	33.7	32.6	25.4
	19	19	19	19	19	19	19	19	19	19	19	19	19	19
8	50.8	54.3	65.3	69.0	40.0	44.7	30.7	36.2	68.3	67.2	54.8	59.0	-	-
	19.5	18.9	35.0	29.0	22.8	21.9	25.0	30.5	24.0	26.4	26.9	23.0		
	15	15	15	15	15	15	15	15	15	15	15	15		
9	44.6	49.9	50.0	52.0	25.0	37.5	41.3	44.7	70.0	77.5	41.0	45.4	-	-
	25.3	22.8	28.7	30.1	31.2	33.8	28.6	23.5	35.0	32.2	26.4	28.3		
	10	10	10	10	10***	10	10	10	10	10	10	10		

APPENDIX B4

Achievement Test Results, Total Score - General (1977-78)

(X)
(sd)
(n)

Grade Level	E		C	
	B	A	B	A
7	54.8	59.7	50.1	45.5
	17.8	18.6	16.1	25.5
	23	23	21	21
8	66.3	66.5	62.0	60.0
	13.6	16.4	13.4	9.6
	19	19	10	10
9	63.4	62.5	67.0	70.0
	17.4	26.2	18.2	13.2
	13	13	8	8

* Pre-scores significantly different between E and C ($\alpha = .10$)

** Post-scores are significantly different between E and C after controlling for pre-scores ($\alpha = .10$)

*** Within group differences are significant between before and after scores. ($\alpha = .10$)

APPENDIX B5

Achievement Test Results, Total Score - Bible (1977-78)

(X)
(sd)
(n)

Grade Level	E		C	
	B	A	B	A
5	31.3 16.7 16	31.1 21.1 16	34.0 19.6 11	41.3 20.4 11
6	39.4 15.2 39	39.0 ** 19.1 *** 39	34.4 14.0 23	32.7 17.9 23
8	37.0 20.2 13	43.5 21.7 13	40.3 12.7 11	37.6 18.6 11
9	29.1 14.6 12	33.0 13.5 12	35.8 19.2 9	36.9 23.5 9

* Pre-scores significantly different between E and C (α=.10)

** Post-scores are significantly different between E and C after controlling for pre-scores (α=.10)

*** Within group differences are significant between before and after scores. (α = .10)

APPENDIX B6

Achievement Test Results (1978-79) - English (E)
($\bar{X}$)
(sd)
(n)

Grade Level	Total		Grammar		Vocabulary		Reading Comprehension	
	B	A	B	A	B	A	B	A
6	32.7***	40.9	24.6***	31.6	41.8***	48.0	39.5***	53.2
	13.5	18.3	15.0	18.6	17.6	22.5	25.7	29.5
	28	28						
7	41.2***	55.4	34.6	44.6	58.4***	72.4	35.2***	60.1
	17.2	23.0	15.7	26.6	28.4	22.6	26.3	28.5
	16	16						

*** Within group differences are significant between before and after scores. ($\alpha = .10$)

Achievement Test Results (1978-79) - English (C)

(X)
(sd)
(n)

Grade Level	Total		Grammar		Vocabulary		Reading Comprehension	
	B	A	B	A	B	A	B	A
6	37.4***	50.9	28.3**	45.6	46.3	54.4	46.9***	58.9
	19.0	19.0	17.8***	17.9	24.0	27.5	29.8	26.9
	18	18						
7	39.4***	63.2	34.7**	55.2	61.7***	77.0	22.2***	58.3
	17.8	22.8	19.8***	23.5	22.1	24.1	27.7	33.6
	23	23						

* Before scores are significantly different between E and C. ($\alpha = .10$)

** After scores are significantly different between E and C after controlling for before scores. ($\alpha = .10$)

*** Within group differences are significant between before and after scores. ($\alpha = .10$)

Achievement Test Results (1978-79) - English (D)
($\bar{X}$)
(sd)
(n)

Grade Level	Total		Grammar		Vocabulary		Reading Comprehension	
	B	A	B	A	B	A	B	A
6	28.0	44.7	15.0	34.2	38.7	60.0	45.2	49.5
	2.3	26.5	16.5	23.6	18.0	29.4	24.9	33.0
	4	4						
7	29.0	34.8	17.0*	29.0	52.2**	52.0	29.8**	26.6
	10.9	8.8	11.4	11.4	10.4	13.7	29.6	25.3

* Before scores are significantly different between E and D. ($\alpha = .10$)

** After scores are significantly different between E and D after controlling for before scores. ($\alpha = .10$)

*** Within group differences are significant between before and after scores. ($\alpha = .10$)

APPENDIX B7

Achievement Test Results (1978-79) - Mathematics (E)
(X)
(sd)
(n)

Grade Level	Total		Measurement		Word Problems		Algebra		Properties		Fractions		Whole Nos.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A
5	42.8	48.2	45.0	75.0	39.6	33.0	-	-	26.2	46.4	20.0	30.0	76.4	53.0
	16.4	24.2	32.6	43.3	27.6	23.3			15.2	31.9	20.9	20.9	34.8	36.3
	5	5												
6	44.9***	60.7	61.2	75.0	37.5	47.5	-	-	41.7***	58.8	32.0***	46.6	61.0***	81.9
	22.6	17.7	40.0	34.0	28.9	29.3			30.6	23.0	27.0	26.5	24.0	21.9
	40	40												
7	34.1***	53.8	30.2***	64.6	27.5***	47.5	9.6***	28.9	49.7***	69.9	23.4***	37.1	67.7***	85.4
	18.5	17.0	34.6	35.3	27.5	26.3	15.3	28.2	31.9	24.7	22.1	16.5	35.0	20.7
	24	24												

*** Within group differences are significant between before and after scores. (α = .10)

Achievement Test Results (1978-79) - Mathematics (C)
(X)
(sd)
(n)

Grade Level	Total		Measurement		Word Problems		Algebra		Properties		Fractions		Whole Nos.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A
5	45.4***	59.3	55.6***	70.6	35.0**	64.4	-	-	39.6	52.4	29.2***	43.1	61.7	66.3
	29.2	25.3	40.7	30.3	38.6***	29.2			35.8	30.0	32.4	36.2	29.2	31.0
	18	18												
6	41.7***	59.4	43.9*	75.0	28.9	43.2	-	-	46.7***	59.8	27.5***	43.4	63.9***	82.1
	22.1	18.7	43.8***	33.7	25.1***	32.0			33.3	29.2	26.2	48.3	29.7	16.7
	33	33												
7	47.5*	67.2	47.1***	78.8	46.9*	68.5	15.2***	40.7	59.9***	81.9	36.8***	51.2	80.8***	90.4
	19.4***	18.9	37.6	31.4	24.6***	28.9	19.2	34.3	34.8	22.2	23.7***	21.2	23.8	20.1
	26	26												

* Before scores are significantly different between E and C. (α = .10)

** After scores are significantly different between E and C after controlling for before scores. (α = .10)

*** Within group differences are significant between before and after scores. (α = .10)

Achievement Test Results - Mathematics (D)

(X)
(sd)
(n)

Grade Level	Total		Measurement		Word Problems		Algebra		Properties		Fractions		Whole Nos.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A
5	36.0	33.4	45.0	40.0	19.8***	39.6	-	-	33.2	16.4	25.0	25.0	49.6	49.4
	16.5	20.3	32.6	45.4	18.1	27.6			20.4	16.5	30.6	17.7	16.5	31.3
	5	5												
6	46.8	50.2	63.9	55.6	47.2	36.1	-	-	49.7	62.6	24.9	27.4	62.6***	75.8
	22.5	24.1	43.5	46.4	31.7	28.3			29.0	37.3	20.7	37.9	16.1	22.2
	9	9												
7	27.3***	46.7	25.0	66.7	20.0**	20.0	11.0	33.0	49.7	66.3	14.7	25.7	50.0	91.7
	22.6	19.9	43.3	57.7	20.0	20.0	19.0	0	33.5	16.5	16.8	22.9	43.3	14.4
	3	3												

* Before scores are significantly different between E and D. (α = .10)

** After scores are significantly different between E and D after controlling for before scores. (α = .10)

*** Within group differences are significant between before and after scores. (α = .10)

APPENDIX B8

Achievement Test Results (1978-79) - Reading (E)
(X)
(sd)
(n)

Grade Level	Total		Comprehension		Vocabulary		Grammar		Application	
	B	A	B	A	B	A	B	A	B	A
5	48.5	54.9	62.5***	74.5	45.0	49.1	63.6	45.5	25.0	29.5
	20.3	12.6	28.5	13.9	18.4	13.6	50.5	52.2	29.6	24.5
	11	11								
6	51.4***	60.7	59.2***	68.5	40.0***	48.7	60.0***	82.5	39.4***	49.1
	16.8	18.4	19.0	18.0	25.2	27.7	49.6	38.5	23.8	22.6
	40	40								
7	41.6***	55.0	50.8***	57.3	-	-	-	-	27.0***	50.8
	16.2	15.7	18.7	17.0					17.4	17.7
	17	17								

*** Within group differences are significant between before and after scores. (α = .10)

Achievement Test Results (1978-79) - Reading (C)
(X)
(sd)
(n)

Grade Level	Total		Comprehension		Vocabulary		Grammar		Application	
	B	A	B	A	B	A	B	A	B	A
5	55.1**	66.5	73.4**	88.4	51.3***	59.9	40.0	60.0	30.0	38.8
	19.0***	14.1	26.4***	15.8	17.8	16.8	50.3	50.3	22.4	22.2
	20	20								
6	43.9*	59.9	52.7***	68.5	40.6***	52.1	54.2**	62.5	25.8*	44.1
	10.5***	13.6	12.6	13.3	26.4	27.5	50.9	49.5	17.2***	21.2
	24	24								
7	39.4**	67.7	46.8**	70.8	-	-	-	-	27.4**	62.6
	18.3***	19.2	20.8***	20.2					18.7***	22.5
	22	22								

* Before scores are significantly different between E and C. ($\alpha = .10$)

** After scores are significantly different between E and C after controlling for before scores. ($\alpha = .10$)

*** Within group differences are significant between before and after scores. ($\alpha = .10$)

Achievement Test Results (1978-79) - Reading (D)
(X)
(sd)
(n)

Grade Level	Total B	Total A	Comprehension B	Comprehension A	Vocabulary B	Vocabulary A	Grammar B	Grammar A	Application B	Application A
5	58.2** 6.4*** 4	45.7 6.7 4	81.0 4.0	74.5 11.8	49.5** 11.6	33.7 11.3	25.0 50.0	0.0 0.0	37.5 43.3	18.7 12.5
6	43.0 17.3 6	46.3 16.4 6	50.7 20.2	55.0 18.9	37.5 20.9	29.2 24.6	50.0 54.8	66.7 51.6	29.0 23.2	35.3 12.3
7	44.7 25.3 7	55.3 22.7 7	47.1 28.1	57.4 23.0	-	-	-	-	41.1 21.3	51.4 26.3

* Before scores are significantly different between E and D. ($\alpha = .10$)

** After scores are significantly different between E and D after controlling for before scores. ($\alpha = .10$)

*** Within group differences are significant between before and after scores. ($\alpha = .10$)

APPENDIX B9

Before and After Scores for Experimental and Control Groups on Affective Measures (1977-78)

($\bar{X}$)
(sd)
(n)

Index	E		C	
	B	A	B	A
School self concept	26.49 4.74 443	26.68 4.31 361	26.31 5.23 315	26.65 4.38 255
General self concept ▲	8.25*** 3.41 413	7.61 2.93 332	8.35*** 3.32 291	7.85 3.23 242
Social self concept	17.43 2.09 406	17.62 2.03 341	17.25*** 2.16 293	17.59 1.93 245
Family self concept	10.72 1.79 428	10.72 1.77 362	10.87 1.47 310	10.97 1.52 258
Self concept in non-academic school subjects	8.83 1.91 341	8.85 1.95 296	8.93 1.91 231	8.72 1.94 200
Academic satisfaction in school ▲	3.29* 1.25 452	3.27 1.21 368	3.50 1.30 320	3.50 1.25 261
Bagrut aspirations ▲	2.32 .62 429	2.30 .63 346	2.28 .58 308	2.24 .56 236
General aspirations ▲	7.01 2.45 377	7.06 2.35 318	7.23 2.63 284	7.31 2.64 219
Extracurricular activity ▲	4.63**** .94 425	4.66 1.03 360	4.78*** .98 302	4.87 .94 247

	E		C	
	B	A	B	A
Ethnic group identification ▲	5.10***	5.34	5.12	5.22
	1.94	1.89	1.77	1.98
	436	363	314	249
Patriotism ▲	3.71	3.76	3.81***	3.64**
	.93	.97	.98	.85
	419	363	304	252

▲ The scales for these variables are inverted. For example, a low score for General Self Concept indicates a more positive self concept, or a low score on Academic Satisfaction in School indicates greater satisfaction.

* Before-scores are significantly different between E and C. ($\alpha = .10$)

** After-scores are significantly different between E and C after controlling for before-scores. ($\alpha = .10$)

*** Within group differences are significant between before and after scores. ($\alpha = .10$)

APPENDIX B10

Before and After Scores for Experimental, Control and Dropout Groups on Affective Measures (1978-79)
(X̄)
(sd)
(n)

Variables	E		C		D	
	B	A	B	A	B	A
School self concept	28.42*** 4.75 164	27.17 4.26 164	27.55*** 4.91 161	26.35 4.38 161	29.40*** 5.46 42	27.10 5.54 42
General self concept ▲	9.16*** 3.59 134	8.04 3.11 134	8.51* 3.42 137	8.34 3.37 137	9.46*** 4.06 35	8.43 3.96 35
Social self concept	17.59 2.16 73	17.70 2.23 73	17.90 1.83 67	17.70 1.98 67	17.39*** 2.04 23	18.13 1.66 23
Family self concept	10.63 1.76 152	10.86 1.66 152	10.90 1.34 159	11.07 1.34 159	10.02* 2.42 40	10.60 1.86 40
Self concept in non-academic school subjects	9.44 1.89 134	9.41 1.80 134	9.33 1.60 145	9.18 1.90 145	9.64 1.83 33	9.27 1.96 33
Academic satisfaction in school ▲	2.73*** .92 177	3.06 1.14 177	2.88*** .83 174	3.55** 1.25 174	2.70*** .89 43	3.40** 1.24 43
Bagrut aspirations ▲	2.19 .47 165	2.22 .47 165	2.19 .45 166	2.18 .42 166	2.32 .57 38	2.42** .72 38
General aspirations ▲	7.15 2.64 126	7.60 2.92 126	6.97*** 2.20 119	7.45 2.35 119	7.87 2.51 31	7.74 1.91 31
Extracurricular activity ▲	4.81 .93 124	4.85 .93 124	5.07* .92 119	4.89 .93 119	4.64 1.10 36	4.92 1.05 36
Ethnic group identification ▲	4.97 2.05 151	4.92 2.01 151	4.90 1.77 144	5.16 1.90 144	4.34**** 1.81 41	5.12 2.00 41
Patriotism ▲	3.82 .93 147	3.93 .96 147	3.67* .91 131	3.78 1.00 131	3.51* .69 37	3.62 .79 37

	E		C		D	
	B	A	B	A	B	A
Classroom participation ▲	1.69	1.67	1.89****	2.01**	1.82	1.82
	.61	.62	.72	.69	.69	.69
	162	162	152	152	38	38
Homework ▲	1.26***	1.42	1.32***	1.53	1.32	1.34
	.51	.58	.55	.64	.56	.48
	184	184	180	180	47	47
Feeling of popularity ▲	3.10	3.20	2.94***	3.24	2.75*	2.45**
	1.37	1.26	1.33	1.20	1.33	1.30
	171	171	170	170	44	44
Reading of books ▲	2.08***	1.86	1.84	1.96**	1.98	2.24**
	1.23	1.06	1.05	1.06	1.04	1.37
	162	162	151	151	41	41

▲ The scales for these variables are inverted. For example, a low score for General Self Concept indicates a more positive self concept, or a low score on Academic Satisfaction in School indicates greater satisfaction.

* Before-scores are significantly different from E. ($\alpha = .10$)

** After-scores are significantly different from E after controlling for before-scores. ($\alpha = .10$)

*** Within group differences are significant between before and after scores. ($\alpha = .10$)

APPENDIX B11

Comparison of Experimental and Dropout Groups on Information from Teacher Assessment Form - 1978-79 (%)

I. Background Data

	E	D
Sex		
Male	53	51
Female	47	49
Total	100	100
n	196	47
Father's Ethnic Origin		
Israel	8	7
Middle East or North Africa	84	91
Europe or America	8	2
Total	100	100
n	190	47
Year of Aliyah		
Before 1947	12	14
1947-51	36	40
1952-69	47	40
1970-78	5	6
Total	100	100
n	144	47

Number of Siblings	E	D
0-1	8	5
2-3	38	32
4-5	33	28
6-7	12	23
8+	9	12
Total	100	100
n	187	47

II. Teacher Assessment

Academic	E	D
Very good	3	4
Good	20	19
Average	52	53
Bad	20	13
Very bad	5	11
Total	100	100
n	196	47

Potential		
Very good	8	13
Good	36	15
Average	40	50
Bad	15	18
Very bad	1	4
Total	100	100
n	192	47

	E	D
Persistance		
Very good	8	13
Good	29	28
Average	41	33
Bad	18	20
Very bad	4	6
Total	100	100
n	194	47
Social		
Very good	15	11
Good	35	39
Average	39	37
Bad	9	13
Very bad	2	0
Total	100	100
n	189	47
Behavior		
Very good	51	54
Good	24	24
Average	20	18
Bad	4	4
Very bad	1	0
Total	100	100
n	194	47

APPENDIX B12

Teacher Evaluation of Jewish (J) and Arab (A) Children in Perach (%) for Both 1977-78 and 1978-79 School Years

	1977-78		1978-79	
Academic Situation	J	A	J	A
Very good	3	2	3	5
Good	14	19	13	21
Average	53	66	51	56
Bad	24	11	26	13
Very bad	6	2	7	5
Total	100	100	100	100
n	1476	173	2588	402
Potential				
Very good	6	6	7	7
Good	32	42	31	40
Average	49	45	47	41
Bad	12	6	13	10
Very bad	1	1	2	2
Total	100	100	100	100
n	1482	173	2583	402
Persistance				
Very good	8	4	8	9
Good	32	55	26	38
Average	38	31	40	41
Bad	18	8	21	10
Very bad	4	2	5	2
Total	100	100	100	100
n	1471	173	2577	402

	1977-78		1978-79	
Social	J	A	J	A
Very good	10	7	9	7
Good	39	50	36	53
Average	41	35	43	34
Bad	9	6	10	5
Very bad	1	2	2	1
Total	100	100	100	100
n	1479	173	2562	401
Behavior				
Very good	49	53	45	53
Good	25	31	26	30
Average	18	11	20	15
Bad	7	5	7	2
Very bad	1	0	2	0
Total	100	100	100	100
n	1476	172	2570	399

APPENDIX C:

CASE DESCRIPTIONS AND LETTERS

APPENDIX C1

Sample Cases Extracted from Tutor-Child Files

YOSSI

Yossi is in Grade 5 in the religious school in Gane Tikva. His parents, who are poor, came to Israel from Algeria. He is one of four children. His performance in school is poor, however his potential is average. He has serious behavioral problems in school and lacks motivation to learn. He is doing poorly in arithmetic and English and about average in Hebrew.

At the end of November, Yossi began to meet his (male) tutor. From the beginning, the tutor received the impression that the child needed a lot of help in arithmetic. In class the children were studying fractions however Yossi did not know how to multiply. Consequently, the tutor spent a lot of time with the child on the multiplication tables.

In general, meetings dwelt on topics being taught in class with an emphasis on arithmetic and geometry. The tutor reported that Yossi showed increased motivation to study as well as progress in arithmetic. Nevertheless, in May he still reported that the child was having difficulty with multiplication.

Meetings between tutor and child took place in the child's home. At first Yossi was not very interested in the meetings. The tutor discovered that this was apparently because he was missing soccer games which were played at the same time. The meetings were changed to another time and the child began to meet the tutor with greater interest.

Throughout the year the tutor maintained regular contact with the school, mainly with the homeroom teacher and assistant principal. In addition he came nearly every week to consult with the Perach coordinator and to report on the child's progress.

Special activities held included a visit to the zoo, a museum and the university as well as attendance at a number of parties held for tutors and children by the local Perach organization.

In all, 57 meetings were held. The coordinator wrote in the file that the tutor was very devoted, however the progress made by the child was only slight.

DANI

Dani is also in Grade 5 in the religious school in the town of Gane Tikva. He is one of 6 children. His parents, who immigrated from Morocco, speak both Hebrew and French at home. The father is a taxi driver and the mother is a housewife. The child's performance in school is average, and his potential is average, however he manifests severe behavioral problems and lacks the motivation to study. According to his teacher, he is especially weak in Hebrew and needs help with reading and writing. The teacher feels that he needs a lot of encouragement.

Dani began to meet with his (female) tutor in December. In general meetings were held at the child's house. From their initial meetings together the tutor got the impression that Dani's academic situation was not too bad and that he was capable of doing his homework. His basic problems were that he was reading at a very low level and that his behavior was aggressive and insolent.

In January the tutor reported that Dani came regularly to their meetings and that his attitude seemed very positive. Meetings were devoted to reading, spelling and arithmetic. They read books together from the library, worked thought puzzles and played word games.

In February, Dani showed progress in reading and arithmetic and his vocabulary had greatly improved. The tutor felt that his motivation to learn had increased substantially. The child looked forward to their meetings and enjoyed studying with her.

In March the tutor reported that Dani had shown a lot of progress in reading and doing his homework. His self confidence had grown, he was less shy than before, and he had learned to express himself freely. The child no longer needed remedial lessons in school and had been moved up to the highest ability group in Hebrew.

In April the tutor began working with Dani in English, also. In arithmetic they even began to study material which had not yet been taught in class.

In May two meetings were held at the university for enrichment purposes. The tutor told Dani about the library system, the student organization and the university in general. The tutor felt that the child had a serious attitude towards school and that he had progressed in his mode of thinking about different problems. He was more open and could discuss all sorts of topics including politics, societal problems and school. At this point the tutor felt that with the proper help and encouragement Dani could be one of the best students in his class.

Fifty-three meetings were held during the year.

RACHEL

Rachel is in Grade 6 at the Givat Shaul elementary school. Her parents immigrated to Israel in 1948 from Libya. She is one of 7 children. According to her teacher, the child's academic performance in school is terrible; she has an average potential, but lacks diligence in her studies. Her difficulties in school are mainly a result of a lack of motivation. She needs help in English, arithmetic and Hebrew. The teacher suggests that any tutoring activity should strongly emphasize good study habits.

Rachel began meeting her (female) tutor in December. In the beginning meetings were held at the child's house. The tutor received the impression that the girl was enthusiastic and wanted to learn. It seemed that Rachel had trouble writing and hence preparing her homework took a long time.

The following month the tutor gave a very different report. Rachel was doing very poorly in school and did not seem to care. She still enjoyed coming to their meetings although she had not been coming as regularly as before. In general the child had poor concentration, at home there was no study atmosphere at all, and in class she felt unliked by both her classmates and the teacher. The school counsellor recommended that tutoring continue although the child's teacher had given up on her. The tutor now prefered to hold meetings at her own home because she felt that conditions in the girl's home were unsuitable.

In February the tutor reported that the child was coming to meetings less frequently. No improvement had taken place in the child and the tutor felt it would be best to terminate the relationship. The coordinator spoke with the child and explained to her that she must come regularly if she wants to continue with the tutor.

At the beginning of March, a meeting was held at the school between the tutor, coordinator and child. The child was told that she was disappointing the tutor by her behavior and was given two more weeks to prove herself. The girl promised to try harder. Apparently, she did not want to give up the tutor because in her school having a tutor was considered very desirable by the children.

During the rest of March and April, Rachel indeed made a big effort to meet her tutor, and in general her attitude appeared to change.

In May, however, Rachel began once again to miss meetings. The tutor felt the relationship should be stopped and reported feeling very frustrated.

In summing up the year for this tutor-child pair, the coordinator noted that the tutor had been very good, had tried hard and had shown great responsibility, however the child was not Perach material, completely lacking all motivation to improve her academic situation.

MOSHE

Moshe is in Grade 5 in the Amram Gaon elementary school. His teacher recommendation form was not very complete, however a school psychologist's report found in his file gave a picture of his background and problems. Moshe's parents came from Iraq. He is one of 11 children (only 5 still live at home). His parents are relatively old, poor, and uneducated. The father is a construction worker and the mother is a cleaning lady. The psychologist wrote that the boy has an average potential which is not expressed in school because of the negative effects of his home environment. Emotionally, the child is restless and suspicious. The psychologist felt that a tutor could provide enrichment for Moshe, help raise his achievement in school and serve as a positive identification figure.

A female tutor was assigned and the pair began meeting in December. The tutor worked with Moshe on all school subjects. She reported that his parents were rarely at home and that the child was neglected.

Moshe's outward appearance was quite sloppy and the tutor spent considerable time talking to him about the importance of cleanliness and neatness. Since she rarely saw his mother, she tried to teach him to tend to his basic needs by himself. After a short while a noticeable improvement in his appearance took place. From time to time, however, there would be relapses. The tutor persisted with this topic. In one instance she even devoted an entire meeting to helping him arrange his clothes in the closet and put his other belongings in order.

In general the tutor would spend a large part of each meeting on academic subjects. Often she would give the child tasks to do for the next meeting. On the whole he made an effort to carry out these tasks. As with his appearance, the child's attitude towards the academic side of the meetings showed ups and downs all year.

More definite progress was felt in other areas. Moshe was expressing himself more freely, reading more, and showed greater motivation to learn.

Towards the end of the school year, the child's interest in the meetings with the tutor began to wane. He rarely came to meetings prepared and his appearance became more slovenly. The tutor tried to talk to him about his home situation. She took him to the zoo, which he enjoyed very much.

At the end of the year the child expressed an emotional thanks to the tutor for her help and told her he would like her as a tutor the following year.

In all 45 meetings were held.

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APPENDIX C2

A Sample of Letters Received by Perach From Children, Parents, School Principals and School Counsellors

A Letter from E. (Grade 5)

Moshe comes to me on Thursday. He teaches me from six o'clock to eight. He talks with me more than my parents, goes over my homework and corrects every mistake. And sometimes he asks me all kinds of riddles that are connected with the subjects learned in school and I enjoy it very much. He teaches me very interesting things that are not taught in my class. I feel I benefit from the things he teaches me. My parents like him and he is always warmly welcomed. I want to add that Magi (the coordinator) also helped me a lot and visited me at home.

Me and My Flower Ronit (Grade 5)

We meet twice a week on different days. She stays with me more than the two hours she ought to. I think that it is very nice that the university sends to us an adult that had studied a lot and is well educated. Now I will tell about Ronit: On our first meeting I was very nervous and shy but after a few meetings I got used to her and started to tell her about things that bother me and she also took me to visit the university and I enjoyed it very much. But I also enjoy when we talk and study and very seldom we prepare homework together. We work on English but sometimes when I don't feel like studying but to do other things, she feels it and says that if I don't want we will not study this time, and on the next meeting we have to learn. I enjoy being with her and I never miss a meeting, and every one of them is important for me and for her.

A Letter from a Parent

A letter of Praise

Hats off to Perach!

I have been witness to the wonderful work of a student tutor who refuses to let me mention her name. She was assigned a girl from an Oriental background who had never been a good pupil, who did not believe that she was capable of being one and who felt going to school was a waste of time.

Slowly, through perseverance and continuous affection this tutor gave the child a new lease on life. She got her to believe that she is no less intelligent and talented than most girls of her age. With unending patience this tutor helped the child to understand arithmetic, to read, to understand English, to be interested in literature.... in simple terms she opened up for her a whole new world.

The girl's grades in school improved and her mood as well. She began to believe in herself and in the world around her.

This child will never forget what Perach did for her.

Praise to those who are part of this fine project!

I am the foster mother of this girl.

Ramat Gan

June 23, 1978

Mr. Roni Attar
Tutorial Project
Weizmann Institute of Science
Rehovot

Dear Mr. Attar,

We are pleased to inform you that your project was carried out in our school with a degree of success that was beyond all expectations. On behalf of the school staff, parents and children, I would like to express our heartfelt thanks to the tutors for their dedication and work.

Those children who were helped by your tutors have made significant advances in their studies, have increased their self-confidence and have improved their self-image.

We would like to request the continuation in our school of this project for the advancement of these needy children.

With thanks.

Sincerely,

M.S., School Counsellor

Haifa

July 3, 1978

Weizmann Institute
Perach Project
Rehovot

Dear Sirs:

With the closing of the school year, I would like to express my high esteem for the Perach Project.

The work of the university students in school and in the homes has made a great contribution to the children in our school and even to the atmosphere in our neighborhood. The tutors' fine work has left its mark on all activities in our school.

Through a change in their personal attitudes, the children have progressed academically. The parents of these children have even changed their own attitudes towards schooling.

The work of the tutors has even contributed to the social consolidation of the classes as well as to a better integration of the tutored children in their classes and in the school.

I would particularly like to mention the outstanding work of the project coordinator, Yehuda. His great devotion, his open and honest approach with the children, and the deep relationship which he established with all those involved gave a special and positive quality to the tutors' work.

We are all looking forward to a successful continuation of this project in our school next year.

Sincerely,

H.M., School Principal

Tel Aviv

June 3, 1979

Re: Request for the continuation of the
Perach Project in School I.

To the Perach Project Directors:

This is the second year in which our school has benefited from the activities of Perach tutors.

We find the contact with Perach vital to many of our pupils. The achievements of the tutors have been felt in several areas: improvement of the children's performance in school, broadening of their horizons, strengthening of their self-confidence, improvement of their social adjustment in school, even improvement in the relationships between members of their families, and in particular the establishment of a good relationship between the children and an older student.

The student population of our school is mixed. Part of the children are disadvantaged from Sheikh Munis and from families on welfare who have moved to out area from slum neighborhoods. In addition many of our children need tutors because they come from families which have been broken up due to divorce, death of a parent, or alcoholism.

We ask and hope that you will continue to work in our school during the next school year.

Sincerely,

H.D., School Counsellor

H.Z., School Principal

APPENDIX D:

A METHODOLOGICAL NOTE

Conducting an evaluation study is quite different than carrying out an empirical investigation of a theoretical problem. While the researcher attempts to test theoretical constructs by isolating phenomena in order to view clearly their interrelationships, the evaluator attempts to examine something in order to pass judgement on its worth. The researcher has freer rein to manipulate conditions to meet laboratory requirements. The evaluator, on the other hand, must contend with something which "exists"; he is not at liberty to dictate conditions in order to comply with an ideal research design but must some how adapt himself to the situation presented to him.

Bearing this distinction in mind between evaluation and pure research, the main difficulties encountered by the evaluation team during this study need to be noted.

1. The study was commissioned by an outside body.

As a condition for the donation of funds to the project, an evaluation study had to be carried out. Project management accepted this condition but viewed the study with little interest, rather as something which had to be done. This attitude was transferred to workers at the local level who were expected to serve as field workers for the study. Consequently, research tasks the first year were done grudgingly. After initial results of the study were known, management began to realize the importance of the research as a source of feedback and information. Its interest was greatly increased and likewise, at all levels, cooperation with the researchers was greatly improved during the second year.

2. The task expected of the evaluation team was not clearly defined.

The major questions asked in this study were determined by the research team and not by either those requesting the study or those operating the project. Left to decide for themselves, the evaluation team felt that a comprehensive study touching upon a wide variety of topics was preferable to one which probed only a few areas but in great depth. The soundness of this approach can only be decided *post facto* by those who wish to use the data presented in this report for policy decisions.

3. Testing of the children posed difficulties with respect to design, choice and administration of research instruments, and selection of samples.

First of all, an assumption was made that children in Perach had to demonstrate positive behavioral changes in the cognitive and affective domains, which could be *measured*, in order to assume that the project works. This assumption was made despite the fact that numerous studies of other tutoring programs in the United States and Israel were almost unanimous in not providing conclusive evidence of results in these areas. A testing approach was taken because the evaluation team felt that it was nevertheless the most objective way of obtaining evidence as to the effects of the project.

A second difficulty encountered by the evaluation team was the choice of research instruments to be employed. The two year time limitation imposed on the study discouraged the development of entirely new measures, particularly in the cognitive domain. Measures had to be adapted from already existing ones. As mentioned at the close of Chapter IV, there was a feeling at the conclusion of the study that the achievement tests had not been sensitive enough to detect the type of changes which may have been occurring in Perach children. Whether it is indeed possible to construct more sensitive tests must remain the subject of another study.

Another problem involved that of administering the examinations and questionnaire. It would have been desirable to have all children in the samples take all the cognitive tests plus the personal questionnaire. However, it was possible to get permission to take up only one hour of the children's time in school, meaning that each child was able to take only one achievement test. A situation was created in which it was possible that a child who worked with his tutor mainly in English was tested in reading comprehension in Hebrew. The chance of this happening was greatly reduced during the second year when only 3 types of tests were used (instead of 5) in the subjects worked on by most tutors.

The final problem was that of sampling. The ideal method would have been to randomly assign a tutor to half of the children recommended to Perach in each class, retaining the others for a control group. In this manner the influence of classroom factors would have been controlled. This method of sampling was not acceptable to both Perach workers and school staffs. It was felt that, morally speaking, Perach could not give a tutor to one needy child in a class and not give to another when it was aware that both were in need. The result with respect to this study was that the research design described in Chapter III was employed with all of its limitations. During the first year the evaluation team was able to select a control group from parallel classes in the same schools as Perach children. However, during the second year even this was not possible and control children were taken from other schools which were similar to the Perach schools.

4. Data which had been collected by the Central Management was often incomplete.

The evaluation team was aware that the Perach Central Management was also collecting various kinds of data for their records. It was assumed, therefore, that information regarding children's socioeconomic status, teacher recommendations, dropouts, tutor-child meetings, scholarships, etc. could be obtained from the Central Office and that there was no need for the evaluation team to collect this data on its own. At a later stage it was discovered that administrative forms had been returned only partially complete, and hence records at the Central Office were missing a great deal of data. For the purpose of this study, it has been necessary to assume that the information which was missing was similar to that which was available.

Despite the methodological difficulties and limitations which have been described above, it is felt that the data presented in this report are reliable. The repetition of results with respect to the project's outcomes, as well as the multiplicity of samples reached and measures employed in all facets of the study, provide a sound base for the conclusions presented throughout the report.